

DOCUMENT RESUME

ED 203 684

FL 012 367

AUTHOR Sedlak, Philip A. S.
TITLE Kabiye Grammar Handbook. Peace Corps Language Handbook Series.
INSTITUTION School for International Training, Brattleboro, Vt.
SPONS AGENCY Peace Corps, Washington, D.C.
PUB DATE 80
CONTRACT 79-043-1034
NOTE 257p.: For related documents see FL 012 368-369.
AVAILABLE FROM The Experiment in International Living, Brattleboro, VT 05301.
LANGUAGE Kabiye: English
EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *African Languages; *Grammar: Pattern Drills (Language); *Phonology: Postsecondary Education: Second Language Instruction: Textbooks: Uncommonly Taught Languages: Vocabulary
IDENTIFIERS *Kabiye

ABSTRACT

This handbook contains 20 lessons on Kabiye phonology and grammar and is intended particularly for Peace Corps volunteers in Togo. Each lesson contains explanations in English, vocabulary, and oral and written exercises. A number of pen-and-ink drawings of cultural interest illustrate the lessons. An answer key to the written exercises and a glossary complete the volume. (AMH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

KABIYE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Peace Corps

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Grammar Handbook

by Philip A.S. Sedlak

PEACE CORPS LANGUAGE HANDBOOK SERIES

Developed by The Experiment in International Living
Brattleboro, Vermont
for ACTION/Peace Corps

PEACE CORPS
LANGUAGE HANDBOOK SERIES

This series includes language materials in Belizean Creole, Ewe, Kabiye, Kiribati, Mauritanian Arabic, Setswana, siSwati, Solomon Islands Pijin, Soninke, Tanzanian Swahili, and Tem.

These materials were developed by The Experiment in International Living.

Project director and editor Raymond C. Clark

Assistant director for production Arthur A. Burrows

Assistant director for administration Susan B. McBean

For further information, contact The Experiment in International Living, Brattleboro, Vermont 05301.



The Experiment in International Living, Inc., prepared this handbook for the U. S. Government under ACTION Contract number 79-043-1034. The reproduction of any part of this handbook other than for such purposes as criticism, comment, news reporting, teaching, scholarship, research, or other "fair use" is subject to the prior written permission of ACTION.

KABIYE
GRAMMAR HANDBOOK

Compiler	Philip A. S. Sedlak
Assistant Compiler	Essogoye Jassor
Artist	Patrick R. Moran
Typists	Lisa Cook, and Martha Fleischer (glossary)

ACKNOWLEDGEMENTS

I would like to extend my gratitude and appreciation to a number of people who assisted me in the production of these Kabiye language handbooks.

When the Experiment in International Living's team arrived in Togo, we were accorded a warm reception by Ambassador Marilyn Johnson, who gave us both encouragement and logistic assistance, as did Robert La Gamma, director of the Centre Culturel Americain. I am indebted to Bob La Gamma not only for his assistance of an official nature, but also for the hospitality which he, his wife Anita and his five children, Alisa, Matthew, Therese, Adrian and Florence, provided me personally during my stay in Togo. A special word of appreciation should be expressed for the haute cuisine italienne, which was particularly appreciated. Bob also provided the project with temporary office space during our stay there. The staff of the CCA allowed us to use their facilities. Felix Dey, Gilbert Ekouevi and Augustin Attiwoto of the cultural center should be singled out for their help.

The Minister of Education, Mr. Boumbera Allassounouma, provided us with the necessary authorizations to carry out our work.

New Kombate and Kilim Bini of the Togolese government literacy office gave us copies of their Kabiye materials. Mr. Balouki, a member of the Kabiye language committee, and Mrs. Yaska Eklo, a former student of mine now working with the Direction de la Formation Permanente de l'Action et de la Recherche Scientifique, provided us with an introduction to Mr. Konde Gnon-Samya, the director of this organization. Gnon-Samya arranged a conference between EIL and DIFOP staff in which we shared ideas on the teaching of Togolese languages.

Kounoutcho Sossah, Dovi Kuevi and Ebia Bassari of the Institut Nationale de la Recherche Scientifique gave of their time, experience,

and facilities. Mr. Bassari's Kabiye language text, prepared for the Peace Corps at an earlier date, provided a number of valuable ideas.

Jody Olsen, Marc Dagbovi, Etienne Apelete and Ron Phillips of Peace Corps Togo helped to familiarize me with the kind of language teaching materials needed for their volunteers.

A number of anthropologists working in Togo provided me both with textual material on the Kabiye people and information on specific locations. Yves Margarat a geographer, of the Organisation de Recherches Scientifique et Techniques d'Outre Mer, gave me much useful background information on North Togo and introduced me to Mr. Schwarz, the director of ORSTOM. Another Mr. Schwarz, Mr. Ron Schwarz, an anthropologist from Johns Hopkins University, told me about contacts in Lama Kara and about his work in development. I would also like to express my appreciation to Thomas Marmor of the Summer Institute of Linguistics who provided me with useful information in locating both Kabiye assistants and materials.

Essogoye Jassor was my assistant in the production of these materials. Without Essogoye, a native speaker of Kabiye, there would have been no language materials to produce. His trip from Togo to the United States was his first journey outside West Africa. Nevertheless, we started work on these materials on the Monday after his first weekend in the United States. Essogoye's adaptability (or at least the ability never to let the culture shock show--he lived with a Serbian sculptor and his German wife in Venice, California), his constancy in staying with the task and his capacity for hard work, were appreciated, as was Essogoye's family's extension of hospitality in Yade. Essogoye is also responsible for the Kabiye texts and their English translations in the Special Skills Handbook. A number of selections in that handbook are also of his own composition.

Pierre Cheene of the University of Benin was kindly allowed for Essogoye's leave of absence from his studies in the English Department.

Finally, I would like to express my gratitude to Ray Clark of the School for International Training, the general editor of the Experiment in International Living's Peace Corps language text series, who introduced us to the whys and wherefores of the approach to teaching employed by EIL and to its applications in these handbooks; to Andy Burrows, who saw the rough text to printed copy; to Susan McBean, for her administrative assistance and for introducing the writing staff to Brattleboro.

Special thanks to Pat Moran and Sergio Duarte for their drawings of linear clarity and representational quality.

I am thankful to Lisa Cook and Marty Fleischer for their efforts in deciphering our hand and typewritten scripts and in translating these scripts into typed copy.

The Author
Venice, California
September 20, 1980

CONTENTS

1	<u>Lesson One:</u> Introduction to Kabiye Sounds	1
1.1	Consonant sounds	1
1.2	Similar consonant sounds	2
1.3	Dissimilar consonant sounds	4
1.4	The d sound	4
1.5	The ñ sound	5
1.6	The Kp and Gb sounds	5
1.7	The vowel sounds	6
1.8	Vowel harmony and pronunciation contrast	6
1.9	The letter y	8
1.10	Tone	8
1.11	Lexical tone	9
1.12	Grammatical tone (negation)	9
1.13	Tone with questions	10
1.14	Vowel length	11
2	<u>Lesson Two:</u> Introduction to Kabiye Grammar	13
2.1	Word order	13
2.2	Noun classes	17
2.3	Agreement	19
2.4	Orthography	21
3	<u>Lesson Three:</u> Independent Pronouns - Personal Possessive Pronouns	22
3.1	Independent personal pronouns	22
3.2	Independent noun class pronouns	26
3.3	Personal possessive pronouns	30
4	<u>Lesson Four:</u> Personal Possessive Adjectives - Demonstratives	34
4.1	Personal possessive adjectives	34
4.2	Noun class possessive adjectives	39
4.3	Demonstrative adjectives	41
5	<u>Lesson Five:</u> Noun Class I	45
5.1	Noun class I	45
5.2	Consonant-final stems	45
5.3	Vowel-final stems	46
5.4	Nasal-final stems	46
5.5	-to noun compound stems	47
5.6	Noun class I concords	50

6	<u>Lesson Six:</u> Noun Class II	57
6.1	Noun class II	57
6.2	-u/-u- and -w-final stems	57
6.3	Nasal-final stems	58
6.4	Irregular nouns	58
6.5	Noun class II concords	61
7	<u>Lesson Seven:</u> Noun Class III	67
7.1	Noun class III	67
7.2	-Ciye/-Ciye nouns	67
7.3	Monosyllabic stems	67
7.4	-qe/-qe final stems	68
7.5	ngbeye	68
7.6	Noun class III concords	70
8	<u>Lesson Eight:</u> Noun Class IV	76
8.1	Noun class IV	76
8.2	Vowel and -y- final stems	76
8.3	Nasal stems	76
8.4	Irregular nouns	77
8.5	Noun class IV concords	79
9	<u>Lesson Nine:</u> Noun Classes V and VI	85
9.1	Noun Class V	85
9.2	-tù/-tù and -dù/-dù-final nouns	85
9.3	Others	86
9.4	Noun class V concords	86
9.5	Noun class VI	86
9.6	Noun class VI concords	87
10	<u>Lesson Ten:</u> Review of Noun Classes	93
10.1	Nouns and their concords	93
11	<u>Lesson Eleven:</u> Verb Structure - Verb Classes Present Tense - Present Continuous	99
11.1	Verb structure	99
11.2	Verb classes	99
11.3	Class I	101
11.4	Class II	101
11.5	Class III	101
11.6	Class IV	101
11.7	Class V	101
11.8	Present tense	104
11.9	Present continuous	104

12	<u>Lesson Twelve:</u> Simple Past Tense - Past Continuous Past Perfect - Sequence of Tenses	108
12.1	Past time	108
12.2	Simple past tense	108
12.3	Past continuous	108
12.4	Past perfect	108
12.5	Sequence of tenses	109
13	<u>Lesson Thirteen:</u> Imperative - Subjunctive Future - Negation	115
13.1	Imperative - subjunctive	115
13.2	Future	117
13.3	Negation	120
13.4	In the imperative	120
13.5	In the present	120
13.6	In the past tense	120
13.7	In the present continuous	121
13.8	In the past continuous	121
13.9	The future	122
13.10	Never	122
14	<u>Lesson Fourteen:</u> Wəwu 'to be at' - Kəwu - 'to be' Wənu 'to have' - 'There is, There are'	128
14.1	Wəwu and Kəwu	128
14.2	Wənu	129
14.3	'There is, There are'	130
15	<u>Lesson Fifteen:</u> Determiners Yɔ and ɛɛ	135
15.1	Determiners Yɔ and ɛɛ	135
15.2	ɛɛ alone	135
15.3	Conditionals and temporals	135
15.4	Noun/pronoun specifiers	136
15.5	Subject emphasis	136
15.6	Demonstratives	136
15.7	Relative pronouns	136
15.8	Conjunctions	139
16	<u>Lesson Sixteen:</u> Questions - 'With'	146
16.1	Questions	146
16.2	Question words	146
16.3	Tone and intonation	150
16.4	Question particles	152
16.5	With	154

17	<u>Lesson Seventeen:</u>	Adjectives - Causatives	159
17.1	Adjectives		159
17.2	Adjectives with concord		159
17.3	Adjectives without concord		160
17.4	Adjectival verbs		161
17.5	Verbal adjectives		161
17.6	Causatives		164
18	<u>Lesson Eighteen:</u>	Postpositions - Impersonal Prefix Pɪ-	169
18.1	Postpositions		169
18.2	cɔɔ		169
18.3	daa		169
18.4	dɛɛ, dɛ		169
18.5	wayɪ		170
18.6	ɣɔɔ		170
18.7	hɛkudaa, ɛsɛndaa		170
18.8	Phrases without postpositions		170
18.9	Impersonal prefix Pɪ-		173
19	<u>Lesson Nineteen:</u>	Serial Verbs	178
19.1	Serial verbs		178
19.2	Indefiniteness		183
20	<u>Lesson Twenty:</u>	Adverbs - Nominalizations	188
20.1	Adverbs		188
20.2	Adverbs of place		188
20.3	Adverbs of time		188
20.4	Adverbs of manner		189
20.5	Grammatical adverbs		189
20.6	Adverbs of intensity		189
20.7	Ideophones		189
20.8	Nominalizations		194
20.9	Agentives		194
20.10	Instrumentals		194
20.11	Locatives		195
	Answers to Written Exercises		201
	Kabiye/English Glossary		209



KABIYE
GRAMMAR HANDBOOK

LESSON ONE

Introduction to Kabiye Sounds

NOTE TO THE LEARNER

Kabiye contrasts with English in a number of ways. Among these are the order of words in a sentence, the presence of noun classes and the nature of the sound system. In the first few lessons you will be introduced to Kabiye in a general way.

A word of caution is in order concerning the first lesson on pronunciation. There is a lot of new material here, and you should not feel that you must assimilate it at one reading. Use the lesson as reference material and come back to it time and time again. On your first time through it, try to get only a general understanding and then fill in the details as you continue your work on Kabiye.

PART I

- 1.1 CONSONANT SOUNDS. To the speaker of American English, many of the sounds of Kabiye will seem familiar, while others will seem very different. This chart shows the consonant sounds. They are written in an orthography which corresponds closely to the official orthography now being used in Togo.

		Bilabial	Dental	Retroflex	Palatal	Velar	Labiovelar	Laryngeal
STOPS	- voiceless	p	t		c**	k	kp	ɽ
	- voiced	b	d	ɖ	dz**	g	gb	
CONTINUANTS	- voiceless	f*	s					
	- voiced	v*	z					
		w	l	y				
NASALS	- all voiced	m	n	ɳ	ɲ			

*labiodentals **affricates

Across the top of the chart you will see the points of articulation, the places in the mouth cavity where the sounds are produced, starting from the lips (bilabials and labiodentals) and proceeding to the vocal folds (laryngeals). On the left side of the chart is shown the manner of articulation or how each sound is produced at any given point of articulation. This discussion is meant only to introduce you to the sounds. Mastery will come only with continuous language use and a conscious effort to copy the accent of a native speaker. If you want to practice making these sounds, do so in front of your teacher first to be sure you are not picking up the wrong sounds.

1.2 SIMILAR CONSONANT SOUNDS.

<u>Letter</u>	<u>English example</u>	<u>Kabiye example</u>
p	pate	pòlúh far
t	tap	tèbìyè dawn
k	cat	kìyàkù market
b	borrow	mbú correct
d	dive	dàa in
g	give	mòngòò my older sister
c	chicken	Cìcaw Tchitchao
dz	judge	màndzáa my father
f	fat	fěndù laziness
v	evaluate	èvalú male initiate
s	sink	sósó large
z	zinc	èzí like
y	yearn	Yádè Yade
w	way	wáyí behind
h	hat	halú wife, woman
m	man	mawù to draw
n	nose	nèze grandmother
ŋ	sing	kúnùu to walk bent over

Note that the pronunciation of some of these sounds is slightly different from that of English. The place where these sounds occur in a word may also differ. p, t and k usually occur at the beginning of a word. t, d and n are produced with the tongue touching the back of the upper teeth ('dental' sounds) rather than the fleshy part behind the upper teeth ('alveolar' sounds) as in English.

1E.1 Practice. Pronounce the sounds in the following words, trying to remember to make contact between the tip of the tongue and the back of the upper teeth:

<u>t</u>	<u>d</u>	<u>n</u>
tókò shirt	Tòí dé at Toi's	náwù to see
nátòzò three	Mádátíná a name	sándùù to decorate
tíyùù to ask an oracle	Yádè Yade	ndì special
tésùù to lean	Kìdāw Ketao	ánú who is it?
tíṅ tree		sòńó today

b and g are produced the same way as they are in English. b, d and g usually occur in the middle of words. The ṅ sound is produced the same way as it is in English, but it may occur at the beginning of the a word, and it may also act as a syllable, as may m, n and ñ.

1E.2 Practice. Pronounce the following syllabic nasals. Remember that they carry full syllable weight just like vowels do.

mbú which	ndì special	ṅgómá you've come
mmákì you will beat	ndókì you will eat	ṅgézùù you're changing
mbázùù you will start	ndú that	ṅgbákúù you're taking
mbúwu you will prepare drink	ndây you are painting	ṅgúndùù you're showing off
mbózùù you will ask	ndóláà you've fallen down	ṅkówù you're pruning

As you can see from these few examples, syllabic nasals usually occur as pronominal prefixes to verbs.

1.3 DISSIMILAR CONSONANT SOUNDS.

<u>Letter</u>	<u>Kabiye example</u>	
ɖ	ɖìdòòyé	restaurant
	mámáɖè	charcoal ember
ñ	ñúw	head
	ndzáa	you want
	mèñlíná	I looked for
kp	kpókpó	motorbike
gb	kpèngbèláy	chair

- 1.4 THE ɖ SOUND. This is a flapped retroflex r between vowels, or a stop plus flapped retroflex r at the beginning of a word or after another consonant, technically speaking. Practically speaking, it is produced by putting the tongue in a state of readiness for the production of the first sound in English 'red' and then quickly striking the alveolar ridge (the fleshy area behind the upper teeth) once. This will produce the ɖ as it occurs in the middle of a word between vowels. At the beginning of a word or after another consonant, it is usually pronounced not so quickly and with a slight closure before striking the alveolar ridge. This sound tends to vary from dialect area to dialect area, so your teacher may not produce it in the same manner as described here. Practice and imitation of your teacher's pronunciation will help to make the pronunciation of this sound accurate. The letter r is used only with loan words which have not yet been assimilated to the Kabiye pattern. For example: garçon, 'waiter.'

1E.3 Practice. Concentrate on the ɖ sound.

ɖólúù dew	mòndòò my mother	ɖèɖè yesterday
ɖùní snake	yúndɔ́ŋ co-wife	lòɔɖíyè vehicle
ɖálú spitting cobra	màndàlú my elder brother	èɖzàɖé land, country
ɖálú elder brother	màndàni my boy/girl friend	cúcúɖè fruit

- 1.5 THE ñ SOUND is a little like the sound in English 'canyon', but it differs in that it is produced with the tip of the tongue behind the lower teeth. It may also occur as a separate syllable as the examples on the right below show (there is no ~ here in the Kabiye spelling, but note that the sound is ñ, not n, before c or dz). People usually say that we don't have syllabic nasals in English, like the Kabiye examples for ñ below. But when we say 'I'm thinking' or 'They have them' very fast, the final sounds are syllabic n or m: 'I'm think'n' or 'They have'm.'

1E.4 Practice the following to learn to master the pronunciation of ñ.

mèñinú
my relative

ñyɔ̀ɔ̀dǎá
you have spoken

ñám
to obey

ñdzálǎá
you have started

páñápána
they should try

ñdzɔ̀zùù
you have for a grandfather

qíñɔ̀ɔ̀
let's drink

ñdzétǎá
you've lied

ñíbù
to trap

ñdzúúɔ̀ɔ̀ùù
you're messing it up

As you can see here, syllabic nasals usually occur as pronominal prefixes to verbs.

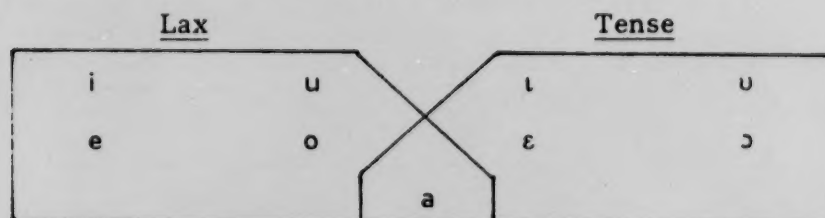
- 1.6 THE KP AND GB SOUNDS. Kp is the spelling used to represent a distinctive sound in Kabiye. It is not meant to be pronounced as a sequence of k followed by p. Its pronunciation will be explained here, but the best way to master it is through trial and error with a native speaker. The labiovelar pressure stops kp and gb are thus called because the lips and the velum are closed simultaneously. They are called pressure stops because a puff of air comes out of the mouth when the sound is produced. One way to practice the kp sound is to say 'pickpocket', slowing yourself down during the vowel in 'pick' and then saying the rest '-ck pocket' as fast as you can. The voiced counterpart of kp, gb, can be practiced by doing the same thing with 'rag bag'. Kp usually occurs at the beginning of a word and gb in the middle of a word.

1E.5 Practice these examples with your teacher or a Kabiye speaker. Ask for helpful hints about their production.

<u>kp</u>	<u>gb</u>
kpàṛnú horse	ḡgbèyè work crew
kpāṇa ass	cāṅgbáyé black fig
kpàcà machete	kpèṅgbèláy chair
kpákpaṛi duck	ègbàqè group
kpàkpàyäy fish	ègbàmiyè sole

1.7 VOWEL SOUNDS. Among the consonant sounds, it is relatively easy to distinguish which consonant sounds are similar to English and which are different. The problem with the vowel sounds is that they may sound similar to English but when you try to say them yourself, you find that your judgment is way off the mark. A few words about vowel harmony and about contrasting ways of pronouncing Kabiye and English may help to clear this up.

1.8 VOWEL HARMONY AND PRONUNCIATION CONTRAST. What vowel harmony means is that any word uses only vowels from one of two sets of vowels in the language. If the vowel(s) in the stem of a word belong to the tense set of vowels, the vowels of any prefixes or suffixes attached to that word must also belong to that set of tense vowels. The same is true for lax vowels: if the vowel(s) of the stem of a word are lax, then any prefixes or suffixes attached to that word are lax. We represent these tense vowels and lax vowels of Kabiye with the following symbols:



When producing the tense vowels, you should try to retract the root of the tongue, thus narrowing the throat opening (the pharynx). When producing the lax vowels, the vocal apparatus is relaxed. The a vowel belongs to both sets and should present

no problems. The reason why English speakers have trouble with these Kabiye vowels is that in English, the vowel sounds in words represented by the symbols i, e, u, o ('beat, bait, boot, boat') are tense (but in a different way from Kabiye) and the vowel sounds in words represented by the symbols ɪ, ɛ, ʊ, ɔ ('bit, bet, put, caught') are lax. One way to approximate the Kabiye vowels is to try to pronounce English 'beat, bait, boot, boat' consciously relaxing the vocal apparatus and to try to pronounce 'bit, bet, put, caught' consciously retracting and tensing the back of the tongue. It will also help to learn to make these distinctions by keeping in mind that all the vowels of a word will belong to either one set or the other. Thus, if you're sure that you've heard one tense vowel in the word, then you'll know that the others you're hearing should also be tense.

1E.6 Practice. Try to listen for and practice these differences in the following series of words:

<u>Lax</u>		<u>Tense</u>	
híqè	pool	híqè	name, breast
hìlúù	to prepare soup	hìlúù	to tamp
tìlúù	sound	tìlúù	to lean
qíwù	to eat soup	qíwù	to tether
qèwù	fine	qèwù	to go
téwú	to sing	téw	rain
tèzúù	grain	tèzúù	to cross
hèyúù	to tell	hèyúù	pay
yúñ	rats; heavy	púñ	goats, mountains
hùyúù	to dig	hùyúù	side of the body
qúwù	to sow	qúwù	to put into
tùlúù	to gather	tùlúù	to open
qóm	sleep	qóm	salt
kòlây	hook	kòlây	January
kólú	blacksmith	kòlúù	to wipe
póqè	mound	póqè	frond

- 1.9 THE LETTER γ . Not shown on either the consonant chart or the vowel chart is the letter γ . In phonetic alphabets, this symbol is used to represent a velar fricative, produced by constriction but not closure in the area where in English we produce a g. It is also voiced. It is present in other dialects of Kabiye as a voiced velar fricative and it is used in the official orthography, but it is not heard as a velar fricative in the dialect on which this manual is based. It modifies the quality of a and $\underset{\sim}{\text{a}}$ when it follows them. Both of these vowels become the back unrounded vowel [a] (like the vowel in English 'caught' but with lips spread). A word like Kàyáy is pronounced [kàya], hòylizúù, 'to abort' is [həlizuu] and nóy, 'mouth' is [na]. After any other vowel, γ means [ɨ], which is the vowel in 'just' in the sentence 'I'm just going to the store.'

1E.7 Practice these examples:

lèytúù	to cross one's legs	ñíyù	to support
lèyzúù	to tease	síyyè	back
kpèyû	to pardon	sũyù	to carry on one's head
pèyzúù	to seduce	kèyzùù	to spit from the depths of one's throat

In rapid speech this vowel may not be heard at all.

PART II.

- 1.10 TONE. Every word and every sentence you will hear in Kabiye carries a tone pattern. You should listen for the tone pattern as well as the other sounds whenever you hear Kabiye spoken. Whenever you learn a new word, learn its tones as well. The tones and the other sounds of a word are of equal importance.

The Kabiye language has two tones, high and low. Isolated words will always have a specific pattern of high and/or low tones. When these words are in sentences, some of the tones may be raised or lowered depending on the tones in other words which surround them.

The tones in Kabiye have two functions, lexical and grammatical.

- 1.11 LEXICAL TONE. Lexical tones are those which make a difference in meaning between words which are alike except for tone. For example:

pāṇ
palm trees

pāṇ
a river near Lama Kara.

- 1.12 GRAMMATICAL TONE (Negation). In addition to marking meaning differences between words, tone may also mark grammatical differences. In Kabiye, tone is particularly significant in showing negation, for showing tense and aspect, and in its use in indicating questions. The tone differences on the following pairs of words show how negation is indicated with verbs in the present and in the future. Note that tone functions like a separate particle such as 'not' in English and 'ne...pas' in French. In these examples, tone is the Kabiye equivalent to 'not'.

ménqéw	I'm leaving	mààqéw	I'm not leaving
mòyòòqùù	I'm speaking	mààyòòdùù	I'm not speaking
mòndòkì	I'm eating	mààdòkì	I'm not eating
pòyòwù	they're quarrelling	pààyòwù	they're not quarrelling
ṅgàdzètù	you're going to lie	ṅṅgàdzètù	you're not going to lie

- 1E.8 Practice with lexical tones. Listen as your teacher pronounces the following words. As your teacher dictates these words, write down the tone pattern, using 'ˊ' to show high tone and 'ˋ' to show low tone.

sáwú	to cook porridge	sáwù	to scratch
kéwú	to deceive; dupe	kéwù	to be
pāṇ	a river near Lama Kara	pāṇ	palm trees
kpézùù	to deny	kpèzúù	to uproot
lésùù	to lose	lèsúù	to crane
mélùù	to wipe	mèlúù	to hide
názùù	to torture	nàzúù	to hit hard or crash into
túzùù	to move, make room	tùzúù	to push angrily
tòzùù	to remember	tòzúù	to pick up
wàlùù	to marry a man	wàlúù	to be wide

- 1E.9 Practice with grammatical tone. The examples in 1.12 show how tone changes a statement from affirmative to negative. Try to guess the forms of the missing verbs below. Ask your teacher to check your answers.

Affirmative

ñzíki you're dying

qìwókì we're going

pòsókì they're pounding

Negative

ñndzètú you're not lying

èèdòwú he/she's not sleeping

- 1.13 TONE WITH QUESTIONS. Tone is also used to show the difference between declarative sentences and YES-NO questions. However, in this case, it is not tone alone which shows the difference, but rather a combination of tone and other elements. If the last tone of a sentence is high, that sentence can be made into a question by letting the final tone fall. If the last tone is already low, the sentence can be made into a question by the addition of either the question particle *nà* or *kè*. The following examples will show you how this works.

FINAL HIGH TONEDeclarative

ñwòbá péédè sònó.
You went there today.

Kpácàà cákì sònó.
Kpacaa's staying today.

Tùmíyè làqú èècàkí.
The worker's not staying.

Jassor èèñòwù sùlùm.
Jassor's not drinking.

Interrogative

ñwòbá péédè sònó?
Did you go there today?

Kpácàà cákì sònó?
Is Kpacaa staying today?

Tùmíyè làqú èècàkí?
Is the worker staying?

Jassor èèñòwù sùlùm?
Isn't Jassor drinking?

FINAL LOW TONEDeclarative

ḡwòbá pééqè dèdè.
You went there yesterday.

Kpàcàà cákì.
Kpàcaa's staying.

Àbàlú wókì kiyàkù.
The man is going to
the market.

Hàlú tókì.
The woman's eating.

Interrogative

ḡwòbá pééqè dèdè nà?
Didn't you go there yesterday?

Kpàcàà cákì nà?
Is Kpàcaa staying?

Àbàlú wókì kiyàkù kē?
Is the man going to the market?

Hàlú tókì kē?
Is the woman eating?

PART III.

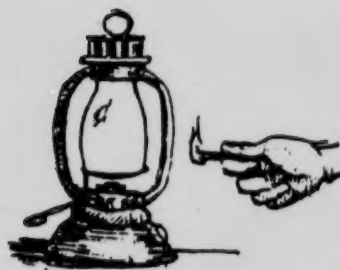
1.14 VOWEL LENGTH. Most vowels in Kabiye are short, but long or double vowels also occur and often make important meaning differences, such as affirmative versus negative. Long vowels are represented in our orthography as the same vowel symbol repeated twice. Thus a long a is represented as aa, a long u as uu, and so on. You will therefore have no problem recognizing them in written Kabiye, but you will have to pay particular attention to them when listening and speaking, because a failure to hear and produce them can create difficulties.

1E.10 Practice. The following examples show vowel length for each of the vowels of Kabiye. Listen carefully for vowel length as your teacher pronounces these words. Then say them yourself with your teacher as a monitor.

kīikīi	randomly	nāzūu	to hit hard or into
mēndīizāā	I have picked up	kōyūu	to pluck
māndīi	myself	mīlsūu	to dive
mēndīíqà	my in-law	qókūu	to hold
ēēsēwū	he/ isn't running	mōnqōō	my mother
pēéqè	there	mōngōō	my elder sister
ēēñǝtùú	he/doesn't socialize	lǝǝqíyè	vehicle
mēndēsēē	I haven't greeted	cǝǝdūu	to talk at the same time
pāāyǝǝdūu	they don't speak		

1E.11 Practice. In this series of words, the long vowels are contrasted with the short vowels to allow you to hear the difference. Listen carefully as your teacher pronounces them and then try to pronounce them yourself with your teacher as your guide.

hììqè	a poisonous herb	lìqè	root
tìzùù	to cook	mììsùù	to dive
qèqè	yesterday	pèèqè	there
èèséwù	he/she's running	èèséwù	he/she's not running
èèsíki	he/she's dying	èèsíki	he/she's not dying
pàñāñ	they respect	pàāñāñ	they don't respect
yà	buy (imperative)	yāā	call (imperative)
kāqè	holiness	kāāqè	thicket
ákpémā	initiated girls	èvalāā	initiated boys
léqú	lost person	léqùù	to be delayed
qó	close-cropped	dòó	night
qóm	sleep	qòò	mother
hózùù	gun	hòòzùù	to squeeze out (e.g. a thorn)



LESSON TWO

Introduction to Kabiye Grammar

TO THE LEARNER

Some of the grammatical elements of Kabiye which contrast with English will be discussed briefly in this lesson to give you some idea of the kind of language Kabiye is. Among these are the order of sentences and the presence of noun classes. More detailed discussion of these aspects of the grammar will be provided in later lessons.

PART I

- 2.1 WORD ORDER. In some ways Kabiye word order is similar to that of English, but in others, it contrasts. Three basic aspects of word order will be discussed here:

first, the order of noun subject, verb and noun object in a declarative sentence,

second, the ordering of postpositions and

third, the position of qualifying adjectives.

Look at the following sentences:

Abalu	maba	pua.
The man	hit	the child.

Pua	kala.	takayay.
The child	read	the book.

Loodiye	ku	hay.
The car	killed	the dog.

These show the typical subject-verb-object word order of Kabiye which is the same as English. However, in English, we use prepositions, but in Kabiye postpositions are used for the same function. Note the following:

sukuli daa
school at

Malibu colo
Malibu near

tanaŋ dɛɛ
morning in

X nɛ Y pɛhɛkudaa
X and Y between

This order is the inverse of the word order used in English, as is the order used for adjectives:

maŋguna kiɛma soɔaa naale
mangoes ripe big two

takayɪɪ cikpesi nasitozo
books little three

halu kiɗaŋluu ɛnuɔɔ
woman tall that

ɖɛbiye yɔkuu kuɖumu
soup pot broken one

sulum sakiye
drink much

kutambɔluu ɖazuu
fufu spoiled

These are the basic features of word order. In more complex sentences, word order is also likely to contrast with English.

NOTE TO LEARNER

In the exercises that follow you will have to go slowly until you have learned the vocabulary contained in each exercise. The main point at this time is to develop a feel for the grammar. As your vocabulary grows you will be able to do the exercises more easily. It would be a good idea to copy the words in the vocabulary boxes on flash cards. As you pronounce the word, try to learn its tone.

VOCABULARY

àbàlú	tɔ́ɔ́nàɣ	-yɔ́	kálá
púá	mǎngù	sàkìyɛ́	kálùù
hàlú	tèlúw	kú	kpá
wàlú	sùkùlì	kúwù	kpáy
yúw	tákàɣàɣ	tòwá	mùzá
âgú	tánàŋ	tókì	múzùù
hàɣ	-lɛ́	ɖɔ́ɔ́nǎ	dǎá
nákáw	sɔ́sɔ́-	ɖɔ́ɔ́nùù	dɛ́ɛ́
lɔ́ɔ́ɖíyɛ́	kísém-	ná	cɔ́lɔ́
dèbiyè	kídánl-	náwù	
sùlúm	dázùù	mábá	
mísi	yòkùù	mákì	

2E.1 Exercise. In each of the following sentences, supply an appropriate missing element using the vocabulary items listed above.

1. _____ maba pua.
2. Lɔ́ɔ́ɖíyɛ́ ku _____.
3. Hay ɖɔ́ɔ́nǎ _____.
4. Yuw towa _____.
5. Halu towa _____.
6. _____ na teluw.
7. Agu kpa _____.
8. Pua _____ halu.
9. Abalu kuwu _____.
10. Agu kpay _____.
11. _____ tokì mɪsɪ.
12. Lɔ́ɔ́ɖíyɛ́ _____ abalu.
13. Walu _____ debiye.
14. _____ nawu tɔ́ɔ́nàɣ.
15. Pua _____ takayay.
16. _____ makì telu.

VOCABULARY

kídanlùù

kítóbíyù

kùlùkùlù

kàqé

kísèmù

kíkpedù

kùnúyɔ

ngúyɔ

wayí

éséndàá

2E.2 Substitution Drill. The teacher will read a phrase and a word. Substitute the word in its correct position in the phrase.

Basic phrase: Kuduyu kɪdanlɔɔ kaqɛ nguyo kɪdaa.

1. kitobiyu

6. dɛɛ

2. esɛndaa

7. kunuyo

3. wayí

8. yɔɔ

4. kulukulu

9. kɪdanlɔɔ

5. cɔɔ

10. daa

2E.3 Substitution Drill. Try again with this phrase.

Basic phrase: Pew sosowu kɪsɛmu ŋkuyo wayí.

1. cikpelu

6. yɔɔ

2. cɔɔ

7. sosowu

3. kunuyo

8. dɛɛ

4. kíkpedu

9. daa

5. esɛndaa

10. kuduyu

2E.4 Write down each of the above substitutions and see if you understand each of them. If you don't, ask your teacher for help.

PART II

2.2. NOUN CLASSES. One aspect of Kabiye grammar which English speakers may find difficult is that all nouns of this language belong to distinct classes. Each of these classes is associated with different singular and plural suffixes (and rarely, prefixes). These noun classes function very much like the masculine, feminine and neuter genders of European languages except that the learner's task will be a little more difficult, since there are six classes, rather than three genders. You will have to learn the singular and plural forms for six different noun classes as well as endings for demonstratives, possessives and other types of adjectives. But of course you will not have to learn these all at once. Your task will be simplified because when you learn a noun, the class suffix is there to tell you what class it belongs to and you will only have to learn the changes to make on the adjectives, possessives, demonstratives, etc. which follow the noun, or the pronouns which substitute for it.

These noun classes will be covered in greater detail in subsequent lessons. The nouns which are shown in the following chart are meant to give you an example of the range of noun class possibilities. You need not memorize each one.

2E.5 Practice. Try to identify the singular and plural suffixes for each of the following words.

Class I

<u>singular</u>	<u>plural</u>	
hàlú	hàlāā	wife, woman
yāqú	yāqāā	customer
cōyú	cōyāā	inspector
kólú	kólāā	blacksmith

Class II

tíw	tíh	tree
èwāw	èwāh	rock
púw	púh	mountain
pìlāw	pìlāh	grave

Class III

lòòqíyè	lòòqā	vehicle
qòziyè	qòzā	dream
héyè	hèè	yam
lìmiyè	lìmèè	phlebitis

Class IV

pínāy	pínzì	year
cāqāy	cāqāsì	calabash for choukoutou
pōy	pōsì	river
nōncō	nōncōsì	doorway

Class V

tétù	tétùnāā	town
tōm	tōmnāā	word, language
nāndù	nāndùnāā	game, fresh meat
wōndù	wōndùnāā	thing, song

Class VI

wóbù	going	hàylim	farm, cultivated field
sēwù	running	lím	water
yòòdúù	talking	tím	gunpowder
hōquù	laughing	sùlím	drink, choukoutou

List the suffixes which occur with each noun class. Why is Class VI different from the others?

- 2.3 **AGREEMENT.** Just as with genders in European languages, other sentence elements which occur with the Kabiye nouns of various classes must agree with these nouns in form. For example, adjectives, which occur with Class I nouns must also take Class I forms. See what happens with the word *soso*, 'big', in combination with nouns from various classes.

Class I

nāñíyú sósó	big miller
nāñiyaa sósaa	big millers
èkpam sósó	big hunter
àkpamà sósaa	big hunters

Class II

púw sósów	big mountain
púñ sósón	big mountains
hàkú sósów	big hoe
hàkùñ sósón	big hoes

Class III

hábíyè sósódè	big, major road
hábá sósóná	big, major roads
dòzìyè sósódè	long dream
dòza sósóná	long dreams

Class IV

kèdèṇá sósówà	big plain, valley
kèdènzì sósòsì	big plains, valleys
póy sósówà	big river
pòsì sósòsì	big rivers

Class V

nándù sósótù	large quantity of game
nándùnàà sósótù	large quantities of game
tóm sósótù	important matters
tómnaà sósótù	important matters

Class VI

hàyim sósóm	big farm
lím sósóm	large quantity of water

Each noun class will also have corresponding forms of independent pronouns, demonstratives, possessives, etc. associated with it. The above examples will give you some idea of the system.

2E.6 Practice. Combine the correct form of *sɔsɔ* with each of the following words. The class to which each belongs has been indicated to facilitate your task.

1. *doyo* (I) _____ big senior woman
2. *tɔm* (V) _____ important word, matter
3. *sulum* (VI) _____ white man's drink: gin, whiskey, etc.
4. *fadanaa* (I) _____ big, important priests
5. *kpelee* (III) _____ big tires
6. *lɔɔɔɔɔɔɔɔ* (III) _____ big vehicle
7. *ɛwaw* (II) _____ big rock
8. *walu* (I) _____ big husband
9. *kudzɔmɪŋ* (II) _____ large vestibules, entryways
10. *tɪm* (VI) _____ a lot of gunpowder
11. *kɪmɪɔ* (III) _____ big debt
12. *puw* (II) _____ big mountain
13. *sɔmaɔaa* _____ big drummers
14. *puyu* (I) _____ big brewer
15. *piyɪŋ* (II) _____ big nets
16. *pɛɛ* (III) _____ big stones
17. *nɔɔ* (IV) _____ big mouth
18. *kolaa* (I) _____ big blacksmiths
19. *garçon* (I) _____ big waiter
20. *tɔnu* (II) _____ big body

The ending on the adjective may vary according to the final sound of the adjective stem. These variations will be dealt with in greater detail in the lessons on particular noun classes.

PART III

2.4 ORTHOGRAPHY. The choice of the orthography, or system of printed Kabiye which we are using in our handbooks reflects a number of sometimes competing considerations. The primary consideration, of course, is ease of use by you, the learner, the Peace Corps volunteer. We have also attempted to conform as closely as possible to the orthographic conventions adopted by the Ministère de l'Éducation Nationale and its subsidiary, the Direction de la Formation Permanent de l'Action et de la Recherche Pédagogique (DI.FO.P.) of the Université du Benin in its Kabiye language textbooks developed for use in primary schools. The version of Kabiye which DI.FO.P. is developing is likely to be the standard. We have followed the DI.FO.P. practices of dividing words and of not marking tones, except in dictionary/glossary entries. Since there is no dictionary of standard Kabiye available yet, it is possible that our representations of certain items may not be identical to those chosen for standard Kabiye.

Another system for representing Kabiye is that used on the Kabiye page of La Nouvelle Marche, the national newspaper of Togo. This version is said to be at variance with the version proposed by DI.FO.P.

Kabiye is now in the process of standardization, so there is really no one who speaks "standard Kabiye". Even with languages which have long written traditions this is true. There really isn't anyone who speaks "General American". We all have "accents", we all speak "dialects" as does Essogoye Jassor, on whose spoken Kabiye these handbooks are based. Mr. Jassor comes from an area which is likely to be within the range of probable choices of a standard Kabiye language. Since these handbooks are based on the speech of a single speaker, of necessity a great deal of reliance has been placed on the variety of Kabiye which he speaks. Some of your teachers are likely to speak a variety of Kabiye like that of Mr. Jassor, but others may speak slightly different varieties. You should expect to hear differences now and then.



LESSON THREE

Independent Pronouns - Personal Possessive Pronouns

3.1 INDEPENDENT PERSONAL PRONOUNS. There are six independent personal pronouns in Kabiye:

má	I	qá	we
ñá	you (singular)	mí	you (plural)
énú	he/she	m̃bá	they

These independent personal pronouns are not used in the same way as their English counterparts. Look at the examples below:

A. Subject prefixes

m̃ndɔki	I am eating	q̃ɔki	we are eating
ñɔki	you are eating	éɔki	you are eating
éɔki	he/she is eating	p̃ɔki	they are eating

B. Object suffixes

ɛnam̃	he/she saw me	ɛnaq̃u	he/she saw us
ɛnañ	he/she saw you	ɛnamí	he/she saw you
ɛnai	he/she saw him/her	ɛnawé	he/she saw them

In example A it should be clear that when pronouns are used as the subject of a sentence they are prefixed to the verb and they have a form different from the independent pronouns.

In example B, object pronouns are suffixed and have yet another form.

The Kabiye independent pronoun is used for emphasis:

<u>Ma</u> mɔndɔki.	<u>I</u> am eating.	ɛna <u>ma</u> .	He saw <u>me</u> .
<u>Mba</u> pɔdɔki.	<u>They</u> are eating.	ɛna <u>mba</u> .	He saw <u>them</u> .

It is also used as a response to questions:

A.	Amabaɪ?	Who hit him?	Ma.	I (did).
	Amabawɛ?	Who hit them?	Mɪ.	You.
B.	Pamaba anɪ?	They hit who?	ɛnu.	Him/her.
	Mamaba anɪ?	I hit who?	Na.	You.

These pronouns take the same form whether they function as subjects (as in A.) or as objects (as in B.).



VOCABULARY

tòwù	sawú	wàlì, wàcinàa
tewú	yabù	kùdúyu, kùdúyùh
qéwú	sím	lìdiye, lide
talúù	yòdùù	afà, afanàa
nówú	lúbù	hay, hasi
yekúù	ñaywù pana	sùwahilì
dozuù	tòwnay, tòwnasi	kífalù
nawù	wóndu, wóndunàa	dèdè qòò
mawù	(V, II)*	camíye
mliùù	sùlùm	
	lòdìyè, lòdà	

*Nouns that do not have their singular and plural in the same class will be indicated in this way. V means Class V singular, II means Class II plural.

3E.1 Reduction Drill. Answer these questions with an independent pronoun as the example shows.

Example: Mēñinu ketew. Añinu ketew? Ma.
I want peanuts. Who wants peanuts? I do.

1. ξdɔki tòwnay. Adɔki tòwnay?
2. Pedewu wóndu. Adewu wóndu?
3. Ndewa? Adewa?
4. Padalaa. Atalaa?
5. ξñɔwu sulum. Añɔwu sulum?
6. Dina wɛ. Ana wɛ?
7. Manza mutu. Asa mutu?
8. Nyaba lòdìyè. Ayaba lòdìyè?

3E.2 Expansion Drill. Change the following statements from simple declarations to emphatic statements.

Example: Mondoqozi. Ma mondoqozi.

1. Mondoza qeqe qoo.
2. Nyekam waci.
3. Xmay kuduyu kifalu.
4. Dɪmɪlɔɔ lidiye.
5. Xɲaki pana.
6. Pɔyɔɔdu suwahili.
7. Nzay lɔɔɔɪye camiye.
8. Dɪyaba afa.
9. Xɔɔki hay ke?
10. Xɪma lubu.

3.2 INDEPENDENT NOUN CLASS PRONOUNS. The independent personal pronouns, treated in the previous section, refer to human beings. As you may already have noticed, 'he,' 'she' and 'they' are also part of the noun class system. They are the pronouns used to refer to members of Noun Class I, which includes human beings.

These are the other independent noun-class pronouns for the other noun classes:

<u>Class</u>	<u>Singular</u> - ('it')	<u>Plural</u> - ('they/them')
II	ńgú	éní
III	ńqí	áná
IV	ńgá	ńzí
V	ńdú	ńdú

Just like the independent personal pronouns, the independent noun class pronouns are used for emphasis and as a response to questions. When used as the subjects or objects of a sentence they have different forms. In the examples below from noun class II, compare the prefixes and suffixes with the independent forms ńgu and ɛni (These prefixed and suffixed pronouns will be treated in detail in subsequent lessons on individual noun classes.):

A. Subject prefixes

ξwaw tɔlaa. Kutɔlaa.

The rock fell. It fell.

ξwan tɔlaa. ξtɔlaa.

The rocks fell. They fell.

B. Object suffixes

ξna ɛwaw. ξnaku.

He/she saw the rock.

He/she saw it.

ξna ɛwan. ξnaɪ.

He/she saw the rocks.

He/she saw them.

The emphatic use of the independent noun class pronouns is shown in these examples:

- | | | | |
|-----|----|---|---|
| II | A. | ngu kutɔlaa.
<u>ɛni</u> ɛtɔlaa. | It fell.
<u>They</u> fell. |
| | B. | ɛna ngu.
ɛna <u>ɛni</u> . | He/she saw <u>it</u> .
He/she saw <u>them</u> . |
| III | A. | Nɔɩ ɔɩsɪna.
<u>Ana</u> asɪna. | It stopped.
<u>They</u> stopped. |
| | B. | ɛna nɔɩ.
ɛna <u>ana</u> . | He/she saw <u>it</u> .
He/she saw <u>them</u> . |
| IV | A. | nga kɛɔɛwa.
<u>Nzi</u> sɪɔɛwa. | It went by.
<u>They</u> went by. |
| | B. | ɛha nga.
ɛna <u>nzi</u> . | He gave <u>it</u> .
He/she saw <u>them</u> . |
| V | A. | Ndu tupɔza lim.
<u>Ndu</u> tupɔza lim. | It asked for water.
<u>They</u> asked for water. |
| | B. | ɛna ndu.
ɛna <u>ndu</u> . | He/she saw <u>it</u> .
He/she saw <u>them</u> . |
| VI | A. | Mbu puɲaxwa.
ɛna <u>mbu</u> . | It burned.
He/she saw <u>it</u> . |

As you see, the prefixed subject pronoun must be used when emphasizing the subject, but the suffixed object pronoun is not used when emphasizing the object. Notice that English uses extra stress for emphasis, while Kabiye uses an independent pronoun.

The independent noun class pronoun is also used as a one-word reply to questions as in these examples:

- | | | | |
|----|----------------------------|----|--------------------|
| Q: | ɛbe ɛna? | Q: | ɛbe ɔɛwa? |
| A: | ngu (e.g. ɛwaw). | A: | Nzi (e.g. pɪnzi). |
| A: | Nɔɩ (e.g. tɛtu or tɛtunaa) | Q: | ɛbe sɪna? |
| A: | Mbu (e.g. tɪm). | A: | Nɔɩ (e.g. lɔɔɔɪɛ). |

3E.3 Replacement Drill. Replace the noun in each of the following sentences by the emphatic independent noun class pronoun and subject prefix as in this example.

Example: Pɪnay qɛwa. ɲga kɛqɛwa.
A year went by. It went by.

- | | |
|----------------|----------------------|
| 1. Pɪnzɪ qɛwa. | 8. ʒha tɛtu hɪqɛ. |
| 2. Tɛtu naywa. | 9. ʒha lɔɔqɪye hɪqɛ. |
| 3. ʒna tɛtu. | 10. Pɪnay qɛwa. |
| 4. ʒwaw tɔlaa. | 11. Lɔɔqɪye tɔlaa. |
| 5. ʒna lɔɔqɛ. | 12. ʒna tɛtunaa. |
| 6. ʒna ɛwaŋ. | 13. ʒha lɔɔqɛ hɪqɛ. |
| 7. Tɪm ñaywa. | 14. Lɔɔqɪye ñaywa. |

3E.4 Replacement Drill. Replace the independent noun class pronoun by a noun from the correct noun class as in this example.

Example: Ndu tupɔza lɪm. Tɛtu pɔza lɪm.

- | | |
|------------------|-------------------|
| 1. ɲga kɛqɛwa. | 8. Nqɪ qɪñaywa. |
| 2. ʒha ndu hɪqɛ. | 9. Nzɪ sɪqɛwa. |
| 3. Mbu pusɪŋa. | 10. ʒna ɛnɪ. |
| 4. ʒnɪ ɛtɔlaa. | 11. ʒha ɲga hɪqɛ. |
| 5. Ana aqɛwa. | 12. Nqɪ qɪsɪŋa. |
| 6. ʒna ana. | 13. ʒna nqɪ. |
| 7. ʒna mbu. | 14. Mbu putɔlaa. |

3E.5 Replacement Drill. In this exercise, you will see a statement and a question. These are followed by a one-word response: the appropriate independent noun class pronoun, as in this example.

Example: Mana loodiye. Xbe nna? Ndi.

1. Nna tetu. Xbe mana?
2. Kedewa. Xbe qewa?
3. Xha tetu hida. Xha ebe hida?
4. Loodiye siha. Xbe siha?
5. Tim naywa. Xbe naywa?
6. Tuboza lim. Xbe poza lim?
7. Pinzi qewa. Xbe qewa?
8. Xhake hida. Xha ebe hida?
9. Tetu poza lim. Xbe poza lim?
10. Xwaw tolaa. Xbe tolaa?
11. Kutola. Xbe tolaa?
12. Xna loodiye. Xna ebe?



- 3.3 PERSONAL POSSESSIVE PRONOUNS. The difference between these and the possessive adjectives to be discussed in the next lesson is that the possessive adjectives are attached to a noun and the possessive pronouns stand alone. In English, we say 'That's my house' ('my' - possessive adjective) and 'That's mine' ('mine' - possessive pronoun). In Kabiye the personal possessive pronouns are formed by attaching personal possessive prefixes to a stem plus a series of suffixes which represent noun classes. For example, in Kabiye we say:

Kpácàà kùdúyú kèlé.

Kpacaa house that's, i.e. That's Kpacaa's house.

In the above example, the possessor and the possessed are nouns. In the next example, they are pronouns:

ξníngù kèlé.

his that's, i.e. That's his.

ξ- is the prefix for the possessor, -níη- is the stem, and -gù is the suffix for the possessed. The prefixes for first ('I'), second ('you') and third ('he/she') person singular are: mē-, ñē- and ē-. The prefixes for the first, second and third person plural are: qē-, mí- and pē-. The following chart shows how 'his/hers' and 'yours' (plural) are indicated. Note the changes in the nasal consonant (m, n or η) and the changes in the tone on the stem níN-. Also note that mí- is the only prefix which has high tone.

Lesson Three

Explanation

Noun Class	his/hers	his/hers	yours	yours
I	ɛ̀nɪ́nú* (e.g. kɔɔ, elder sister)	ɛ̀nɪ́m(b)à** (e.g. kɔɔnaa, elder sisters)	mɪ́nɪ́nú (e.g. koo, elder sister)	mɪ́nɪ́m(b)à (e.g. kɔɔnaa, elder sisters)
II	ɛ̀nɪ́ngù (e.g. pɛw, pot)	ɛ̀nɪ́ŋ (e.g. pɛŋ, pots)	mɪ́nɪ́ngù	mɪ́nɪ́ŋ
III	ɛ̀nɪ́ndɛ̀ (e.g. loodiye, vehicle)	ɛ̀nɪ́ná (e.g. loɔda, vehicles)	mɪ́nɪ́ndɛ̀	mɪ́nɪ́ná
IV	ɛ̀nɪ́ngà (e.g. tay, compound)	ɛ̀nɪ́nzì (e.g. tasi, compounds)	mɪ́nɪ́ná	mɪ́nɪ́ngà
V	ɛ̀nɪ́ndù (e.g. wɔndu, song)	ɛ̀nɪ́ndù (e.g. wɔndunaa, songs)	mɪ́nɪ́ndù	mɪ́nɪ́ndù
VI	ɛ̀nɪ́mbù (e.g. lɪm, water)		mɪ́nɪ́mbù	

Mɛ̀-, nɛ̀-, dɛ̀- and pɛ̀- follow the pattern of ɛ̀-.

*There is a pronunciation difference from slow to fast speech which affects all of these pronouns. This diagram shows the progression:

	ɛ̀nɪ́nú	ɛ̀nɪ́nù	ɛ̀nɪ́	
SLOW				FAST
	ɛ̀nɪ́ngù	ɛ̀nɪ́ngù	ɛ̀nɪ́ngù	

**Some dialects of Kabiye will use the full form with b, others will omit it. Sometimes the same speaker will say ɛ̀nɪ́ma, sometimes ɛ̀nɪ́mbà.

VOCABULARY

kunuu, kunumii	alafia	wobu
piyu, piyii	puw, puu	tuwu
dukuu, dukutunaa	kam	dukuu
(II, III)*		
tiw, tiyaa	lebu	tuwu
noyo, nooi	nayuu	lezuu
fuwa, fuu	hutuu	yabu
pinzi	setuu	kinduu
kuduu, kudumii	tuwu	niwu
kolax, kolasi	yakuu	konuu
edzuu, edzuu	wakuu	nawu
kpepe, kpelee	kpawu	koyu
cyyu, cyyaa	puuu	kele

*(II, III) means that the singular is in Class II and the plural is in Class III. Irregular nouns will be so indicated in future lessons.

3E.6 Completion Exercise. Complete the second sentence of the following series using the appropriate prefix, stem and suffix from the chart on page 9 of this lesson.

Example: Toi lukuwaka wakaa. Ninde wakaa.
Toi's car has broken down. His has broken down.

1. kunuu kele. _____ kele.
2. Edoo cadasi kuzaa. _____ kuzaa.
3. Pepiyii kele. _____ kele.
4. fuwa koyu. _____ koyu.
5. Dukutuu koyu. _____ koyu.
6. Monduu kele. _____ kele.
7. Dengbeye yakuu. _____ yakuu.
8. Miiim koyu. _____ koyu.
9. Mafuu tuwa. _____ tuwa.
10. Lelen niyyu koma. _____ koma.
11. Petiyaa setaa. _____ setaa.
12. Nakpaka leba. _____ leba.

13. Razaki faaqe ñaywa. _____ naywa.
14. Mañasi tawa. _____ tawa.
15. Etienne kilamu koyo. _____ koyo.

3.E.7 Reduction Drill. Change these sentences by replacing the noun plus noun or possessive plus noun by a possessive pronoun.

Example: Meñinu John loqiyɛ Meñinu eninde.

I want John's car. I want his.

1. Dina eqoo. Dina _____.
2. Xdzona pekilemɛɛ. Xdzona _____.
3. Peni ekudɔɔ. Peni _____.
4. Pɔdzona qɔkolasi. Pɔdzona _____.
5. Menginda miedzɔɔ. Menginda _____.
6. Mayaki ñchayim. Mayaki _____.
7. Peleza mengbelee. Peleza _____.
8. Ditza epinzi. Ditza _____.
9. Mɔndɔna qɔɔyaa. Mɔndɔna _____.
10. Ntowa maafanaa. Ntowa _____.
11. Ewoba pekɛyaku. Ewoba _____.
12. Mɔmbɔzuu alafia. Mɔmbɔzuu _____.
13. Mɔndɔna depigla. Mɔndɔna _____.
14. Mɔmbɔzuu patay yɔɔ. Mɔmbɔzuu _____.
15. Mangba pɔpuw. Mangba _____.

LESSON FOUR

Personal Possessive Adjectives - Demonstratives

- 4.1 PERSONAL POSSESSIVE ADJECTIVES. Once you understand a few basic principles of the sound structure of Kabiye, the choice of the proper variant of possessive adjectives attached to nouns is simple. Vowel harmony means that the vowel of a prefix agrees with the vowel of a stem in tension. Vowel harmony has been described in some detail in the first lesson. Two other principles are also involved. Vowel assimilation means that the quality of a vowel becomes like that of a neighboring vowel. Nasal assimilation means that the place of articulation of a nasal consonant becomes like that of a neighboring consonant. How these processes work will be explained by example following this schematic outline of personal possessive adjective prefixes for nouns.

PERSONAL POSSESSIVE ADJECTIVE PREFIXES

	<u>Singular</u>	<u>Plural</u>
1st Person	mV(N)-	qV-
2nd Person	ñV-	mí-/mí
3rd Person	è-/è-	pV-

mV(N)- means that a first person singular possessive begins with m. The m is followed by a vowel, which is the same as the first vowel of the stem. If the stem begins with these labials: p, b, f or v, there is an m at the end of the possessive prefix. If the stem begins with these dentals and alveolars: r, d, q, s, z, then the possessive prefix ends with n. If the stem begins with these palatals: c, dz, then the prefix ends with ñ, but the prefix will be written n. If the stem begins with these velars: k, g, kp, gb, the possessive prefix will end in ŋ. If the stem begins with any other sound, there will be no nasal at all at the end of the possessive prefix.

Examples:

Labials

mambandza

my father-in-law
(woman speaking)

membelo

my daughter

Dentals/Alveolars/Palatals

menzeɪ

my grandchild

moncozo

my paternal uncle

monɔo

my mother

mandzaa

my father

Velars

mongɔɔ

my elder sister

mongolu

my blacksmith

Other Sounds

malaɔu

my creator

mayaɔu

my customer

mowolu

my younger brother's wife

These examples also show the vowel harmony process in which the vowel of the prefix 'copies' the vowel of the stem. There are exceptions to this rule, too. If the first vowel of the stem is i/ɪ or u/ʊ, the corresponding vowel of the possessive prefix is e/ɛ or o/ɔ as in these examples:

i/ɪ

mentiyuyu

my servant

mensɪnuyu

my assisant

u/ʊ

mombuyu

my brewer

mombua

my child

The tone of the first person singular prefix is low.

The second person singular prefix follows the same vowel harmony pattern as that of the first person singular prefix, but the tone of the second person singular prefix is high.

The third person singular possessive consists of the vowel e- before a stem whose first vowel is i, e, u or o and ε- before a stem whose first vowel is ι, ε, υ, o and a, as in these examples:

<u>e-</u>	<u>ε-</u>
ewiyau	εgɔɔ
his/her chief	his/her older sister
ekolu	εwalu
his/her blacksmith	her husband
eteyu	εεtɪ
his/her singer	his father-in-law

The tone of the third person singular prefix is low.

The first person plural possessive prefix follows the vowel harmony rules of the other prefixes. Its tone is high.

The second person plural follows the pattern of the third person singular, mi- with i, e, u, o and mɪ- with ι, ε, υ, o and a. The tone of this prefix is high.

The third person plural prefix follows the vowel harmony pattern of the other prefixes. Its tone is low.

This is actually a relatively simple system and can be learned by practicing these forms in the following exercises.

VOCABULARY

cozo, cozonaa	tɔnu, tɔnu
wiliyu, wiliyaa	hɔw, hɔw
halu, halaa	niyyu, niytu (II, V)
newu, neyaa	sukuli, sukulinaa (II, III)
tabalu, tabalaa	izin, izinaa (II, III)
fada, fadanaa	wondu, wondunaa
mayu, mayaa	kpokpo, kpokponaa (IV, I)
ngbeyɛ, ngbeyɛ	tɛtu, tɛtunaa
ɔmaa	piyɛ, pɛɛ
afa, afanaa	faaqɛ, faale
kpakiyɛ, kpakaa	hayim, hayim
kelimiye, keleme	peeɖe
heyɛ, hɛɛ	cina
ɔom	widi
caɖa, caɖasi	

4E.1 Substitution Drill. Your teacher will read a sentence and a word. Change the form of the possessive if necessary.

Example: _____ wɛ peeɖe yo.
My _____ is over there.
(kelimiye)

> Mengelimiye wɛ peeɖe yo.

caa	ɔoo	kpokpo
heyɛ	tɛtu	piyɛ
faaqɛ	newu	

4E.2 Substitution Drill. Your teacher will read a sentence, leaving out the noun. You will then hear an English noun, with a possessive, and then the Kabiye translation for that noun. Repeat the sentence, using the correct Kabiye form of the possessive with the noun.

Example: Mandanada _____ widi.
my elder sister - kɔɔ

> Mandanada mɔngɔɔ widi.
I've never seen my elder sister.

his grandfather - cozo	their tire - kpeɖe
their factory - izin	your teacher - wiliyu
her father - caa	your compound - tay
their chickens - keleme	

4E.3 Substitution Drill. Follow the same instructions as in 4E.2.

Example: ξnɪwɔ _____ tam.
my dream - qoziye

> ξnɪwɔ monqoziye tam.
She's often heard about my dream.

your job - tumiye

my motorbike - kpokpo

his car - lɔɔqɪye

our dispensary - dɔkɔtu

her song - wondu

their mother - qoo

my wife - halu

our factory - izin

4E.4 Substitution Drill. Follow the same instructions as in 4E.2.

Example: _____ wɛ Lima.
your wife - halu

> Nəhalu wɛ Lima.
Your wife's in Lome.

her compound - hɔw

his body - tɔnu

my grinding mill - ñɪyyu

their school - sukuli

my father - caa

our assistant - sɪnuyu

your (pl.) teacher - williyu

his chicken - kelimiye



- 4.2 NOUN CLASS POSSESSIVE ADJECTIVES. In addition to the personal possessive adjectives, which include forms for 'I, you (singular), we, you (plural), he/she' and 'they' (Noun Class I - singular and plural), there are also possessives for the other noun classes, classes II-VI. The sound changes which affect these prefixes are simpler than those affecting the personal possessives. The vowel of the noun class possessive prefix must agree with the first vowel of the stem only in tension.

NOUN CLASS POSSESSIVE ADJECTIVES

Class	<u>Singular</u>	<u>Plural</u>
II	ku-/ku-	e-/ɛ-
III	qi-/qɪ-	a-
IV	ka-	si-/sɪ-
V	tu-/tu-	tu-/tu-
VI	pu-/pu-	

The left member of the pair (ku-, qi-, tu-, etc.) occurs with nouns which contain i, e, u, and o and the right member (ku-, qɪ-, tu-, etc.) occurs with nouns which contain ɪ, ɛ, ʊ, o, and a. All of these prefixes are low tone. These examples show how this works:

kutɔnu	its body	ɛtɔnu	their body
kupisaw	its cloth	episaw	their cloth
qɪñuw	its head	asiñuw	their head
qɪkɪləmu	its shadow	sɪkɪləmu	their shadow

Note that there are no changes with ka- and a-. These prefixes are less frequent in occurrence than the person prefixes.

The following exercises will help to familiarize you with how this works.

VOCABULARY

bankı, bankınaa (II, III)
tım
haku, hakun
lım
qoziye, qoza

piye, pee
fenu, feen
piyo, piyisi
ncı, ncıı

4E.5 Replacement Drill. Replace the noun by the correct possessive adjective. The noun class membership of each word is in parentheses.

Example: faade kilemu. qikilemu

The store's shadow. Its shadow.

- | | |
|-------------------|----------------|
| 1. lıdıye (II) | 7. caqası (IV) |
| 2. kılax (III) | 8. piye (III) |
| 3. qom (VI) | 9. niyyu (II) |
| 4. tıtu (V) | 10. tım (VI) |
| 5. keleme (III) | 11. lıdıa (II) |
| 6. bankınaa (III) | 12. pee (III) |

4E.6 Replacement Drill. Follow the instructions as in 4E.5.

Example: faade qewu. qıdewu.

The store's beauty. Its beauty.

- | | |
|---------------|------------------|
| 1. tınuı (II) | 7. kiyaku (II) |
| 2. fenu (II) | 8. hakun (II) |
| 3. hayım (VI) | 9. piyo (IV) |
| 4. wıdu (V) | 10. lım (VI) |
| 5. tası (IV) | 11. ncıı (IV) |
| 6. pee (IV) | 12. qoziye (III) |

- 4.3 DEMONSTRATIVE ADJECTIVES. The demonstrative system in Kabiye is based on three meaning categories. Knowledge of these three basic categories will provide you with a great deal of linguistic mileage.

These three categories are: near, far and invisible. In English, the first would be translated by 'this', the second and third by 'that'. In Kabiye you must make a distinction between something which is distant and visible and something which is distant and invisible. This chart gives you a summary of these demonstratives for each of the six noun classes with a singular and plural noun from each.

DEMONSTRATIVES

Noun Class			<u>Near</u>	<u>Far</u>	<u>Invisible</u>
I	hàlú	woman	ènìyɔ́	énìyɔ́	énú
	hàlàà		pànìyɔ́	m̀báyɔ́	m̀bá
II	péw	pot	kùnìyɔ́	ńgúyɔ́	ńgú
	péñ		ènìyɔ́	énìyɔ́	éní
III	píyè	stone	q̀l̀nìyɔ́	ńq̀l̀yɔ́	ńq̀l̀
	péè		ànìyɔ́	ánìyɔ́	ána
IV	póy	river	kànìyɔ́	ńgáyɔ́	ńgá
	pósi		šinìyɔ́	ńzíyɔ́	ńzí
V	wóndù	article, song	tùnìyɔ́	ńdúyɔ́	ńdú
	wóndunàà		tùnìyɔ́	ńdúyɔ́	ńdú
VI	lìm	water	pùnìyɔ́	m̀búyɔ́	m̀bú

Note that in several pairs of demonstratives indicating near and far that the only difference is one of tone. Also note that the markers used to show each noun class here are similar to those already seen with the independent pronouns, subject and object markers, and possessives.

There are several other demonstratives that are not as important as those listed in the chart. These include -nɛ, attached to the prefixes of the 'near' series, e.g. ɛnɛ, panɛ, kunɛ, etc. This demonstrative refers to something known to speaker and hearer but not in their presence. It is often used in folk-tales. -lɛ is another demonstrative which can also follow the prefixes of the 'near' series. It has the general meaning of something already mentioned, known to the speaker but not the the hearer. It may also be used to refer to someone who is notorious for a certain quality or action, like the use of English 'that' in: "Oh, you mean that guy. The one who always...."

As you have probably already noted, each noun class has a set of sounds which are characteristic to it, although this set varies a little depending on its environment. Keep this general principle in mind and you will have little trouble in learning these forms. The following exercises will help you to achieve this goal.



VOCABULARY

nɔnɔ, nɔnɔsɪ

sulum

lɛlɛŋ

tɔm, tɔmnaa

ŋaŋ

num

anasayi, anasayinaa

ɔom, ɔomaa

milu, milaa

kalambanitu, kalambanitinaa

pɛɔ, pɛlaa

sɔɔluu

payluu

waakuu

waluu

daa

pɪtɛ lɛ

cikpel-

kaɔɛ

ɔew

cukan

ɔon

ɔozuu

4E.7 Completion Exercise. Complete the sentence using the correct form meaning 'that' (visible).

Example: Mana abalu eniyo, pɪtɛ lɛ mandana abalu eniyo wiɔɪ.

I've seen this man, but I've never seen that man.

1. Mowoba kuduyun eniyo edaa, pɪtɛ lɛ mondowolo kuduyun ____ wiɔɪ.
2. Mondoza ɔoziye ɔiniyo, pɪtɛ lɛ mondoozi ɔoziye ____ wiɔɪ.
3. Mana nɔnɔ kaniyo, pɪtɛ lɛ mandana nɔnɔ ____ wiɔɪ.
4. Mayaba wonda faaɔɛ ɔiniyo ɔidaa, pɪtɛ lɛ mandaya wonda faaɔɛ ____ ɔidaa wiɔɪ.
5. Monɔ sulum puniyo, pɪtɛ lɛ mondonoo sulum ____ wiɔɪ.
6. Monɔɔɔla pɛɔ eniyo, pɪtɛ lɛ monɔɔɔɔɔɔ pɛɔ ____ wiɔɪ.
7. Lim puniyo puwɛ lɛlɛŋ, pɪtɛ lɛ lim ____ puwɛ naŋ.
8. Tɔm tuniyo tubayla, pɪtɛ lɛ tɔm ____ tuge cikpetu.
9. Keleme aniyɔ awɛ num, pɪtɛ lɛ keleme ____ afɛɪ num.
10. Kpokpo kuniyo kuwaaka, pɪtɛ lɛ kpokpo ____ kuwɛ ɔew.

4E.8 Completion Exercise. Complete the sentence using the correct form meaning 'this.'

1. Tɔm _____ nɛ tɔm nduɔ tufɛi kaɖɛ.
2. Sulum _____ nɛ sulum mbuɔ pʊɖɛ anasayɪ sulum.
3. Wɔndu _____ nɛ wɔndu nduɔ tufɛi lidiye.
4. Pɔɔ _____ nɛ pɔɔ ŋgayɔ sɪfɛi cukɛŋ.
5. Pɛŋ _____ nɛ pɛŋ ɛniɔ awɛ ɖɔŋ.
6. Pɪyɛ _____ nɛ pɪyɛ ndiɔ agɛ lidiye.
7. Halaa mbayɔ nɛ halaa _____ pɛɖɛ ɖɔmaa.
8. Abalu _____ nɛ abalaa mbayɔ pɛɖɛ mɪlaa.
9. Nɔnɔsɪ _____ nɛ nɔnɔ ŋgayɔ padawali.
10. Pua _____ nɛ pia nziɔ siɖɛ kalambanɪtɪnaa.

4E.9 Completion Exercise. Complete the above sentences using the correct form of 'that' (invisible).

LESSON FIVE

NOUN CLASS I

5.1 NOUN CLASS I. All nouns in this class refer to human beings, with the exception of áfà, 'pig,' and several other words.

5.2 CONSONANT - FINAL STEMS. Nouns which have stems ending in a non-nasal consonant have a -ú or -ú ending in the singular and a -àà ending in the plural.

hàlú
wife, woman

hàlàà
wives, women

kólú
blacksmith

kólàà
blacksmiths

yáqú
customer

yáqàà
customers

cóyú
inspector

cóyàà
inspectors

There are some nouns which follow this general pattern with minor changes:

máyù
builder

máyàà
builders

nèwú
younger sibling

nèyàà
younger siblings

pèlú
girl after puberty

pèlàà
girls after puberty

tíw
diviner

tíyàà
diviners

tíyúyú
servant

tíyiyàà
servants

sínùyù
assistant

sínìyàà
assistants

Note the vowel and tone changes in the last two nouns.

5.3 VOWEL-FINAL STEMS. Nouns which have stems ending in a vowel have no ending in the singular and -nāā in the plural.

kɔɔ elder sister	kɔɔnāā elder sisters
ɖalu elder brother	ɖalunāā elder brothers
fada priest	fadanāā priests
kpeɖe mechanic	kpeɖenāā mechanics

There are several exceptions to this general pattern:

yɪsɔ mother-in-law	yɪsɔma mothers-in-law
ɖeɖu cousin	ɖeɖɪnāā cousins
ɖoyo senior woman	ɖonāā senior women
ɛsɔ God	

5.4 NASAL-FINAL STEMS. Nouns with stems ending in a nasal have no ending in the singular and -a in the plural. Note that there are many exceptions to this rule, some involving a vowel change at the beginning of the word, others ending with -aa, like consonant-final stems, still others with -nāā, like vowel-final stems.

ɛkpam hunter	akpama hunters
ɛɖɔm stranger	agɔma strangers
ɖom- twin	ɖomaa twins
ɲɪnu relative by birth	ɲɪma relatives by birth
yundɔŋ co-wife	yundɔma co-wives

taŋ
comrade

tamba, tamwa
comrades

waŋ
husband's mother

waŋnaa
husband's mothers

garçon
waiter

garçonwa
waiters

- 5.5 -tu NOUN COMPOUND STEMS. Some nouns in this class and a suffix -tu, which means roughly the same as English -er in 'drummer.' The plural is -tinaa. Note that the noun from which these are formed may also require a plural.

hiŋlaytu
flutist

hiŋsitinaa
flutists

nondɔwtu
hornblower

nondɔŋtinaa
hornblowers

tadiyɛtu
trader

tadiyɛtinaa
traders



VOCABULARY

kolu, kolaa	hılaytu, hısitinaa
qom, qomaa	qoo, qoonaa
fada, fadanaa	pelu, pelaa
caa, caanaa	puyu, puyaa
tiyuyu, tiyiyaa	sinuyu, siniyaa
walu, walaa	qoyo, qonaa
laqu, laqaa	garçon, garçonaa
ekpam, akpama	egom, agoma
afa, afanaa	teyu, teyaa
haqu, haqaa	ñinu, ñima
sindu, sindaa	pigla, piglanaa
yundon, yundoma	tabalu, tabalaa
koo, koonaa	nondowtu, nondontinaa
sita, sitanaa	soomaqu, soomaqaa
tan, tanwaa	pediyu, pediyyaa

5E.1 Replacement Drill. Respond with the plural.

Example: halu

Response: halaa

- | | | |
|-----------|----------|-------------|
| 1. kolu | 6. egom | 11. hılaytu |
| 2. qoo | 7. haqu | 12. fada |
| 3. caa | 8. pigla | 13. puyu |
| 4. sinuyu | 9. koo | 14. walu |
| 5. laqu | 10. sita | 15. garçon |

5E.2 Replacement Drill. Respond with the singular.

- | | | |
|-------------|-------------|---------------|
| 1. garçonwa | 6. kolaa | 11. walaa |
| 2. laqaa | 7. qoonaa | 12. puyaa |
| 3. caanaa | 8. sitanaa | 13. hısitinaa |
| 4. piglanaa | 9. agoma | 14. haqaa |
| 5. siniyaa | 10. fadanaa | 15. koonaa |

5E.3 Replacement Drill. Respond with the plural.

- | | | |
|-------------|-----------|-------------|
| 1. afa | 6. dom | 11. teyu |
| 2. ñinu | 7. pelɔ | 12. sɪndu |
| 3. yundɔŋ | 8. tiyuyu | 13. tabalu |
| 4. nɔndɔwtu | 9. dɔyo | 14. soomaɖu |
| 5. taŋ | 10. ɛkpam | 15. pɛɖiyu |

5E.4 Replacement Drill. Respond with the singular:

- | | | |
|------------|-----------------|--------------|
| 1. domaa | 6. tamba | 11. sɪndaa |
| 2. pelaa | 7. yundɔma | 12. tabalaa |
| 3. donaa | 8. afanaa | 13. teyaa |
| 4. akpama | 9. ñɪma | 14. pɛɖiyaa |
| 5. tiyiyaa | 10. nɔndɔŋtɪnaa | 15. soomaɖaa |

- 5.6 NOUN CLASS I CONCORDS. Other parts of speech may have to agree with nouns to which they refer. These parts of speech include: independent pronouns, possessives, demonstratives, relative pronouns, certain adjectives, verb subject prefixes and object suffixes. The independent pronoun for Noun Class I is *énú* in the singular and *mbá* in the plural. The possessive prefix attached to a word is *è-* or *ê-* in the singular depending on whether the vowels of the word are tense or lax and *pV(owel)-* in the plural (which vowel is to be inserted is discussed in Lesson Four). The demonstratives (see Lesson Four) are *ènìyó* and *pàniyó* (singular and plural, near), *éníyó* and *mbáyó* (singular and plural, far) and *énú* and *mbá* (singular and plural, invisible). Adjectives which require noun class concord are few: *sósó*, *sósómà* (singular and plural, 'big'), *číkpèlù*, *číkpémà* ('little'), *kífàlù*, *kífàmà* ('new'), *kíbìlù*, *kíbìmà* ('old'), *kísém*, *kisémà* ('red'), *kíkpèdù*, *kíkpèdàà* ('black') and *kùhùlùm*, *kùhùlùmàà* ('white'). The verb subject prefix is *è-* or *ê-* in the singular and *pá-* in the plural. The verb object suffix is *-ì* or *-ì* in the singular and *-wè* or *-bè* in the plural.



VOCABULARY

kɪyaku huyuw	wɪɪyɪ, wɪɪyaa
tumɪyɛ laɖu	ɖom, ɖomaa
tum laɖu	hayɪm
yom, yomaa	pɔɔ, pɔsɪ
halu, halaa	cɪkpɛl-
naɲɪyɪ, naɲɪyaa	sɔsɔ-
ɛgɔm, agɔma	kuhulum-
caa	kɪsɛm-
pua, pia	kɪbɪn-
haɖu, haɖaa	kɪfɪl-
wiyaw, awiya	sewu
lɔɔɖɪyɛ sayu	kpem
lɔɔɖa sayaa	mabu
fada, fadanaa	taluu
cɔɖzɔ, cɔɖzɔnaa	nawu
wondu teyu, wondu teyaa	conau
yaɖu, yaɖaa	hayuu
garɕon, garɕonwa	pɪsuu
ɛyɪ, ɛyaa	noozuu
suyɛ maɖu, soo maɖaa	yabu
mɔɔw, mɔɔɲ	toowu
ɖalu, ɖalunaa	suwu
caɖay, caɖasi	ɲam
kɔɔ, kɔɔnaa	tuzuu
pɛduu	ɖaruu

5E.5 Substitution Drill. In each of the following sentences, substitute an independent pronoun for the subject and attach the correct subject prefix to the verb.

Example: Abalu sewa > ξnu esewa

- | | |
|-------------------------|----------------------------------|
| 1. Halu sewa. | 8. Lɔɔɖɪyɛ sayu kpema. |
| 2. Naɲɪyaa kpema. | 9. Abalu pɪsa. |
| 3. ξgɔm talaa. | 10. Cɔɖzɔnaa cɔna pɔɔ. |
| 4. Caa maba pua. | 11. Mayu ɲɔɔza kuduyɪ. |
| 5. Awiya na haɖaa. | 12. Yaɖu yaba tɔɔnay. |
| 6. Haɖu hayɔ hayɪm. | 13. Afa tɔwa. |
| 7. Wondu teyu te wondu. | 14. Wondu teyaa yeba wondu tewu. |

5E.6 Replacement Drill. Replace the noun possessor with a possessive in each of the following.

Example: abalu hulay > ehulay

- | | |
|----------------------|---------------------|
| 1. halu caḡay | 7. halu tumiye |
| 2. suye maḡu suye | 8. wiliyu tumiye |
| 3. kɔɔ caa | 9. ḡomaa kuduyu |
| 4. caa mɔɔw | 10. egɔm sulum |
| 5. afanaa mɔɔḡ | 11. wiyaw ḡalu |
| 6. naḡiyu tɔɔnay | 12. tabalu tabalu |

5E.7 Translation Drill. Translate the English demonstrative into the correct Kabiye demonstrative.

Example: Abalu (that-far) esewa. > Abalu eniyo esewa.

1. Abalu (that-invisible) egɔḡ.
2. Ḃina eyaa (those-far).
3. Ḃaḡ (this-near) kiwe ḡew.
4. Lɔɔḡa sayaa (these-near) pasu kpaḡ.
5. Tiḡ (that-far) kiḡaḡla.
6. Pɔḡzɔna abalaa (those-far).
7. Haḡaa (those-far) pɔḡḡ cina.
8. Ḃoyo (that-far) ege kudɔndu.
9. Ḃidzɔna piglanaa (those-far).
10. ḡyaa (these-near) pabisu.
11. ḡsɔ (this-near) ewe kaḡatu.
12. Kaḡsɔḡ (that-invisible) edzay wayi.

5E.8 Transformation Drill. Combine the following sentences to form one sentence using the correct relative pronoun.

Example: Halu na wiliyu. Wiliyu seway.

> Halu na wiliyu wei eseway ya.

1. Abalu cɔna kolu. Kolu lakay tumiye.
2. Tiyiyu yɔɔdina haɔu. Tiyiyu pama hulay.
3. Haɔaa pisa. Haɔaa pamu hulasi.
4. Pia ɔɔna fada. Fada ke Kabiyetu.
5. Kabiyemba toki misi. Kabiyemba we Togo ne hayu kin.
6. Boris maba ehalu. Ehalu ke Camatu.
7. Philip heya tumiye laɔaa. Tumiye laɔaa ma kuduyu.
8. Kaɔson kɔna toɔnay. Kaɔson ke Ahunatu.
9. Philip laba kiyaku huyuw wele wele esimiye.
Esimiye ke Kabiyetu.
10. Sukuli pia soɔla pawiliyaa. Pawiliyaa sima takayisi.
11. Pɔɔɔɔɔɔlɔ paziya. Paziya ke eyaa kibama.

5E.9 Completion Exercise (written). Complete each of the following with the appropriate adjective form.

Example: Abalu ____ (sɔsɔ-). > Abalu soso.

- | | |
|--------------------------|----------------------------|
| 1. Abalu ____ (cikpel-) | 7. Wɔndu teyu ____ (sɔsɔ-) |
| 2. Halaa ____ (sɔsɔ-) | 8. ɔalu ____ (sɔsɔ-) |
| 3. Afa ____ (kuhulum-) | 9. Walaa ____ (cikpel-) |
| 4. Afanaa ____ (cikpel-) | 10. ɔom ____ (kɔsɛm-) |
| 5. Yaɔu ____ (kɔbɔn-) | 11. Sita ____ (kɔfal-) |
| 6. Yaɔu ____ (kɔfal-) | 12. Awiya ____ (cikpel-) |

5E.10 Reduction Drill. Change these sentences by using subject prefixes and object suffixes for the nouns.

Example: Halu na abalu. > ξnal.

- | | |
|----------------------------|-----------------------------|
| 1. Fada se loη. | 9. Nɔɔna soɔzanaa. |
| 2. Naŋiyu maba kolu. | 10. Etuza puyu. |
| 3. Halu suwa. | 11. Mɔncɔŋa yaɔaa |
| 4. ξcona eyaa. | 12. Haɔaa peda yomaa. |
| 5. Pana fadanaa. | 13. Meheya akpama tɔm. |
| 6. Tiyyiaa ŋama padzaanaa. | 14. Yaɔu tetisi peɔiyu tɔm. |
| 7. Cɔyu na mɪlaa. | 15. Sɪtanaa sewa. |
| 8. Fulasi ɔaŋaa. | 16. Pɔɔɔna halu. |



Activities:

1. Make flash cards for all the nouns in Class I you know. Write the singular on one side of the card and the plural on the other. Divide the class into two teams. One at a time, a team member can flash a card at a member of the opposing team and call out (in English) 'singular, plural, relative pronoun, adjective with correct form.' Alternate asking and answering. The teacher is the scorekeeper.
2. Divide the class into two teams. Teams can alternate giving singulars and plurals of various nouns. No noun may be repeated. All nouns should belong to Class I. A correct singular and plural is worth one point. Incorrect singulars and plurals mean two points off. Highest total wins. The teacher is the judge.

5E.12 Written Summary Exercise.

Translation Exercise. Translate these sentences into Kabiye.

1. He saw the man who lives in town.
2. That man is this man's elder brother.
3. He saw them.
4. They saw him.
5. His mother lives here.
6. That big man who lives here went to town.
7. This little woman went to Lama Kara.
8. These people are millers.
9. Those customers are her elder sisters.
10. We saw them.
11. They saw her.
12. This miller is that trader's father.
13. My father, who is a trader, lives here.
14. That trader is my father.

LESSON SIX

NOUN CLASS II

- 6.1 **NOUN CLASS II.** Nouns in this class refer to a variety of things. Words in this class do not refer to humans, but a number of animals and body parts are in this class.
- 6.2 **-u/-u- and -w-FINAL STEMS.** Nouns which have stems ending in -u/-u or -w have their plural in -ŋ. For -u/-u-final singulars, the -ŋ ending is added to make the plural. For -w-final singulars, the -ŋ ending replaces the -w.

tónú
body

tónúŋ
bodies

hákú
hoe

hákúŋ
hoes

púw
mountain

púŋ
mountains

lāw
forest

lāŋ
forests

Some nouns with final -u/-u in the singular do not follow the above pattern.

fěnú
swamp

fěéŋ
swamps

piyú
net

piyŋ
nets

kíyákù
market

kíyákíŋ
markets

kìlèmù
shadow, picture

kìlèmíŋ
shadows, pictures

púnú
goat

púŋ
goats

6.3 NASAL - FINAL STEMS. Nouns which end in a nasal (-m and -ŋ) in the singular, drop the nasal and add -míŋ to form the plural.

kùdzɔŋ
vestibule, entryway

kùdzɔmíŋ
vestibules, entryways

nàm
deer, game

nàmíŋ
deer, game

kùdɔŋ
sickness

kùdɔmíŋ
sicknesses

kùnùŋ
language

kùnùmíŋ
languages

6.4 IRREGULAR NOUNS. Certain nouns belong in this class, but deviate from the general pattern in different ways.

akɔnta mathematics

mɪŋ

fire

numayisa fork in a road

numandaya junction

salaka imprisonment



VOCABULARY

tɔnu, tɔnuŋ
puw, puŋ
fɛnu, fɛŋ
law, laŋ
ɛwaw, ɛwaŋ
tiŋ, tiŋ
numaw, numan
kiyaku, kiyakin
haku, hakuŋ
how, hoŋ

kpɪtaw, kpɪtan
pɛw, pɛŋ
kuduyu, kuduyun
ɛdzɔw, ɛdzɔŋ
kudɔŋ, kudɔmin
ñuw, ñuŋ
kunun, kunumin
piyu, piyin
kilɛmu, kilɛmin
nam
pɪsaw, pɪsan

6E.1 Replacement Drill. Respond with the singular.

- | | | |
|------------|----------|-----------|
| 1. pɛŋ | 5. hakuŋ | 9. kpɪtan |
| 2. kuduyun | 6. ɛwaŋ | 10. ñuŋ |
| 3. pɪsan | 7. tiŋ | 11. laŋ |
| 4. ɛdzɔŋ | 8. tɔnuŋ | 12. numan |

6E.2 Replacement Drill. Respond with the plural.

- | | | |
|----------|-----------|----------|
| 1. ɛdzɔw | 5. pɛw | 9. tiw |
| 2. ñuw | 6. kuduyu | 10. tɔnu |
| 3. numaw | 7. pɪsaw | 11. law |
| 4. ɛwaw | 8. kpɪtaw | 12. haku |

6E.3 Replacement Drill. Respond with the singular.

- | | | |
|------------|------------|-------------|
| 1. namɪŋ | 5. puŋ | 9. kudɔmin |
| 2. puŋ | 6. kilɛmin | 10. kilɛmin |
| 3. kiyakin | 7. fɛŋ | 11. kudɔmin |
| 4. hoŋ | 8. piyin | 12. kunumin |

6E.4 Replacement Drill. Respond with the plural.

1. piyu

5. punu

9. hɔw

2. kilɛmu

6. kudzɔŋ

10. kunuŋ

3. kiyaku

7. fɛnu

11. kudɔŋ

4. nam

8. kilɛmu

12. puw



6.5 NOUN CLASS II CONCORDS. The independent pronouns for Noun Class II are *ńgú* in the singular and *éní* in the plural. The possessive prefixes are *kù-/kù-* in the singular and *è-/è* in the plural. The demonstratives (see Lesson Four) are *kùnìyó* and *ènìyó* (singular and plural, near), *ńgúyó* and *éníyó* (singular and plural, far), and *ńgú* and *éní* (singular and plural, invisible). For those adjectives requiring noun class concord, the forms are: *sósów*, *sósòh* (singular and plural, 'big'), *cìkpélùw*, *cìkpèh* (singular and plural, 'small'), *kìbìnùw*, *kíbíh*, (singular and plural, 'old'), *kífàlùw*, *kífàh* (singular and plural, 'new'), *kíkpedúw*, *kíkpedíh* (singular and plural, 'black'), *kúhùlùmúw*, *kúhùlùmíh* (singular and plural, 'white'), *kísèmúw*, *kísèmíh* (singular and plural, 'red'). The verb subject prefix is *kù-* or *kù-* in the singular and *è-* or *è-* in the plural. The verb object prefix is *-kú* or *-ku* in the singular and *-ì* or *-í* in the plural.

VOCABULARY

pɪlaw, pɪlan
kudzɔŋ, kudzɔmɪŋ
wɛwu
ɔɔkɔɔ
ɲuw holuu
huwu
ŋgbɛɔɔ
kpɛɔɔ
poluŋ wɛwu

pɛluu
lebu
lim yawu
ɛɛbu
kuyuu
kukuyun
tɔwu
nɔɔɔuu
liwu

6E.5 Replacement Drill. Replace each noun with an independent pronoun.

Example: tɔnuŋ > ɛni

- | | |
|-----------|-------------|
| 1. namɪŋ | 6. pɛw |
| 2. kɪlɛmu | 7. hakun |
| 3. pɪlan | 8. puw |
| 4. ɲuw | 9. law |
| 5. tɔnu | 10. kɪlɛmɪŋ |

6E.6 Replacement Drill. Replace the noun possessor with a possessive in each of the following.

Example: tiw hayu > kuhayu

- | | |
|---------------------|------------------------|
| 1. numaw ɔɔɔɔɔɔ | 6. hakun nɔɔɔ |
| 2. law tɪŋ | 7. tɔnuŋ kudɔmɪŋ |
| 3. kɪyaku daa halaa | 8. kɪyakɪŋ daa pɛɔɔyaa |
| 4. hɔw daa abalaa | 9. fɛɛŋ daa tɪŋ |
| 5. pisaw nɔɔ | 10. puw daa tɪŋ |

6E.7 Replacement Drill. Replace singulars with plurals and vice-versa.

Example: tónú kùniyó > tónúh èniyó

- | | |
|------------------|------------------|
| 1. pìsàw h́gúyó | 8. kílèmín éní |
| 2. ñúw h́gú | 9. kúdúyú h́gú |
| 3. kìyàkìh èniyó | 10. nów h́gúyó |
| 4. tíh éní | 11. nómaw h́gú |
| 5. púh éniyó | 12. hàkú kùniyó |
| 6. fèñú kùniyó | 13. péw h́gúyó |
| 7. láw h́gúyó | 14. èdzów kùniyó |
| | 15. kpítàh èniyó |

6E.8 Transformation Drill. Combine the following sentences using the correct relative pronoun.

Example: Ena písaw. Písaw ké cikpeluw.

> Ena písaw ngu kige cikpeluw ya.

1. Ìna pèh. Pèh kéwé tay ya.
2. Píláw kéwé tay ya. Píláw kpadiyaa.
3. Pádaka edzów. Èdzów kéwé písaw daa.
4. Ìñuw holuu. Ìñuw kohuwa.
5. Kudzów wé ngbede. Kudzów kéwé tay ya.
6. Èdzóna kilemih. Kilemih.
7. Puh eniyó ewé poluh né ciniyó. Puh eniyó eya wé tih.
8. Cona ewah eniyó. Èwah eniyó ege kilemih.

6E.9 Replacement Drill. Change singulars to plurals and vice-versa.

Example: ñuw cikpeluw > ñuŋ cikpeŋ

- | | |
|--------------------|-----------------------|
| 1. tɔnu sɔsɔw | 6. ɛdzɔw kibɪnuw |
| 2. laŋ kɪkpɛdɪŋ | 7. pɪlaŋ kuɪnulumɪŋ |
| 3. kuduyu cikpeluw | 8. kuduyun kuɪnulumɪŋ |
| 4. pɛw kɪsɛmuw | 9. tɪw cikpeluw |
| 5. numaw kifaluw | 10. hɔw sɔsɔw |

6E.10 Reduction Drill. Change these sentences by substituting subject prefixes and object prefixes for the Class II nouns.

Example: Halu na pɪlaw. > Halu naku.

- | | |
|--------------------|-----------------------|
| 1. ɛdzɔna tay. | 6. Pɪyu cɛba. |
| 2. ɛdzɔw pɛlaa. | 7. ɛdɔ pɪyɛ. |
| 3. Pɔŋɔɔza pɪyu. | 8. Paya lɪm fɛnu daa. |
| 4. Pɛw wɛ ɔaŋ daa. | 9. Puw kɛkuyaa. |
| 5. Kɪyaku lɪwa. | 10. Kɪlɛmu lɛba. |

6E.11 Activities.

1. Continue the flash card game introduced in the previous lesson, using words from Noun Class II.
2. Continue the singulars and plurals game introduced in the previous lesson. Use words from Noun Class II. As review, you may test each other with singulars and plurals from noun Class I as well.
3. Think of nouns which belong to Class II. Which of the adjectives which require concords can you associate with these nouns? Tell your classmates which of these things you saw in the US and which you saw in Togo. For example, a small pot, a black pot, a big building, etc.
4. Listen to Kabiye conversations. Write down words from Noun Class II. Bring your collection to class. Did you discover any new words?



6E.12 Written Summary Exercise.Translation Exercise.

1. These pots are dirty.
2. The compound which is in Lome is near our house.
3. This small tree is in Lama Kara.
4. That big path leads to this compound.
5. This language is difficult.
6. I've seen those mountains.
7. The swamp which is in that forest is not far.
8. When he saw the hoe, he put it in his hand.
9. The net was black. It was also torn.
10. That market which is in Yade is big.
11. He looked at the path. Then he followed it.
12. Do you need this cloth? I can use it.
13. I don't like these mountains.
14. We can't find the road which goes to Yade.
15. No one needs that disease.

LESSON SEVEN

NOUN CLASS III

7.1 NOUN CLASS III. Nouns in this class, like those in Class II, refer to a variety of things.

7.2 -Ciye/-Ciyε NOUNS. Nouns which end in a consonant plus -iye or -iyε in the singular form their plurals by replacing the -iye or -iyε by -a.

lakkɪyε
vehicle

lakkɑ
vehicles

habɪyε
road

habɑ
roads

qoziyε
dream

qoza
dreams

tumɪyε
work, job

tuma
jobs

Some nouns with this shape have exceptions in the plural.

kelimiye
chicken

keleme
chickens

limiye
phlebitis,
kind of medicinal tree

limee
phlebitis(es),
medicinal trees

7.3 MONOSYLLABIC STEMS. Nouns which have a stem consisting of one syllable in the singular followed by -ye or -yε, form the plural by replacing the -ye or -yε by the vowel of the stem.

hɛyε
yam

hɛɛ
yams

kɔyε
herb, medicine

kɔɔ
herbs, medicines

There are exceptions to this pattern as well.

pɪyε
stone

pɛɛ
stones

- 7.4 -de/-de FINAL STEMS. Nouns which have stems ending in -de or de form their plurals by changing the d to l and adding one or more vowels.

kpede
tire

kpelee
tires

mamaɖe
ember

mamala
embers

faaɖe
store

faale
stores

- 7.5 ngbeyɛ, 'work crew,' plural angba, 'work crews,' is an exception to the above patterns because it prefixes a- in the plural.



VOCABULARY

1. 1000, 1000
 habiye, haba
 doziye, doza
 tumiye, tuma
 kelimiye, keleme
 limiye, limee
 heyee, hee
 kaye, kaa
 piye, pee
 kpepe, kpelee

mamaqe, mamala
 faaqe, faale
 kimiye, kima
 ngbeyee, angba
 yaqe, yala
 hiliw, hii
 nana, nana
 didende
 lizilizi
 kipepeye
 kuhulumiyee

7E.1 Replacement Drill. Respond with the singular.

- | | |
|-----------|------------|
| 1. keleme | 8. kima |
| 2. hee | 9. pee |
| 3. faale | 10. kpaka |
| 4. 1000 | 11. kpelee |
| 5. angba | 12. mamala |
| 6. haba | 13. kaa |
| 7. doza | 14. limee |
| | 15. tuma |

7E.2 Replacement Drill. Respond with the plural.

- | | |
|-------------|-------------|
| 1. heyee | 8. habiye |
| 2. faaqe | 9. mamaqe |
| 3. tumiye | 10. doziye |
| 4. ngbeyee | 11. kpepe |
| 5. kaye | 12. kimiye |
| 6. kelimiye | 13. kpakiye |
| 7. limiye | 14. 1000 |
| | 15. piye |

- 7.6 NOUN CLASS III CONCORDS. The independent pronoun for Noun Class III is *ńqí* in the singular and *áná* in the plural. The possessive prefix is *qí-/qí-* in the singular and *à-* in the plural. The demonstratives are: *qìniyó* and *àniyó* (singular and plural, near), *ńqíyó* and *ányó* (singular and plural, far), *ńqí* and *áná* (singular and plural, invisible). Relative pronouns for this class are *ńqí* and *áná*, singular and plural. Adjective forms are *sósóqè*, *sósóná*, 'big,' *cìkpèqè*, *cìkpèná*, 'little,' *kíbínqè*, *kíbìná*, 'old,' *kífàqè*, *kífàná*, 'new,' *kíkpèdìyè*, *kíkpèdá*, 'black,' *kúhùlùmíyè*, *kúhùlùmá*, 'white,' *kísèmíyè*, *kísèná*, 'red.' The verb subject prefixes for this class are *qí-/qí-* in the singular and *à* in the plural. The verb object suffix is *-qí/-qí* in the singular and *-é/-é* in the plural.

VOCABULARY

ñayu
sibu
kpayu
yakuu
ñawu
libu
hiwu
qem
miluu
qozuu
sewu
nawu
payluu
qon wewu

yun wewu
waluu
tem
wiwu
peduu
heyuu
wewu
tizuu
tumiye labu
labu
sawuu
yabu
ñan wewu
tawu
san liwu

7E.3 Replacement Drill. Replace each noun with an independent pronoun.

Example: habiye > ndi

- | | |
|-----------|----------|
| 1. tumiye | 6. faaqe |
| 2. hxe | 7. kima |
| 3. keleme | 8. kye |
| 4. kpeqe | 9. haba |
| 5. tuma | 10. lada |

7E.4 Replacement Drill. Replace the noun possessor with a possessive in each of the following.

Example: ladaye kpeqe > dikpeqe

- | | |
|------------------|-------------------|
| 1. kelimiye yaqe | 6. kpaka hin |
| 2. lada kpelee | 7. faaqe koma |
| 3. tumiye qon | 8. heyee mulum |
| 4. pee yun | 9. doziye didende |
| 5. habiye waluu | 10. angba sasa |

7E.5 Replacement Drill. Replace singulars with plurals and vice versa.

Example: Mehi kelimiye qinoye. > Mehi keleme anoye.

1. Kpakoye qinoye qisiba.
2. Kpelee anoye ayoka.
3. Māñ koye nqi.
4. Mehi pee ana qede.
5. Mamala anoye aqeq.
6. Ẹmīla hēē ana mahayim daa.
7. Doza ana afei qew.
8. Lāqoye nqi qisew.
9. Ẹna lāqda ana aqisioyey.
10. Kimiye nqi qibaylaa.

7E.6 Transformation Drill. Combine the following sentences using the correct relative pronoun.

Example: Ẹliza kpede lāqoye dēē. Kpede kpadiyaa.
> Ẹliza kpede nqi qigbadiyaa w lāqoye dēē.

1. Ẹgbay numaw. Numaw woki Yayde.
2. Faaqē ñaya. Payaba faaqē.
3. Māy w līmiye. Līmiye w lūw.
4. Piyē qinoye qiwē yuq. Piyē w n r r r daa.
5. Pēbeda kpakoye. Pamila kpakoye.
6. Ẹdiza hēē. Pahai hēē.
7. Tumiyē qinoye qiwē qon. Esoola etumiyē.
8. Ẹñ kōyē. Kōyē w ñāq.
9. Ẹkimiye paylaa. Ẹbīzū ēhēyi ekimiye.

7E.7 Replacement Drill. Change singular to plurals in these sentences and vice-versa.

Example: Mɔndɔ piye kɪkpɛdiye. > Mɔndɔ pɛɛ kɪkpɛda.

1. Ɓwɛna faaɖɛ sɔsɔɖɛ.
2. Mbɪzɔɔ nɛɛyi ɛkɪmiye cikpɛɖɛ na?
3. Ɖɪyaba lɔɔɖiye kɪsɛmiye.
4. Hɛɛ kɪbɪna fɛɪ dɛw.
5. Haba kɪfana yɔɔ wɛ lɪzɪlɪzɪ.
6. Kpakiye kuhulumɪye sɪba.
7. Tɪzɪ kelimiye kɪkpɛdiye.
8. nɛɛbɛye sɔsɔye dɪniyɔ dɪlakɪ tumɪye camɪye.

7E.8 Reduction Drill. Change these sentences by substituting subject prefixes and object suffixes for the Class III nouns.

Examples: Ɖɪɔɔɔ kelimiye. > Ɖɪɔɔɔɖɪ.
 Hew liba. > Leba.

- | | |
|------------------------|-----------------------|
| 1. Piye tolɛɛ. | 6. Paaɛyɔɔ pakɪma. |
| 2. Ɓɪɛyza kpɛɖɛ. | 7. Ahi pɛɛ anɪyɔ? |
| 3. Kɔye wɛ ɲaŋ. | 8. Cɔna mamala anɪyɔ. |
| 4. Tuma anɪyɔ awɛ dɔŋ. | 9. Lɛyzi kpelee. |
| 5. Nɲayzɔɔ nɛɛɛ miŋ. | 10. Lɔɔɖiye leba. |

7E.9 Activities.

1. Continue the flash card game introduced in previous lessons, using words from Noun Class III.
2. Continue the singulars and plurals game introduced in previous lessons with words from Noun Class III. Test each other with words from other noun classes as well.
3. When you listen to Kabiye conversations note which of the words used in this lesson you hear. Make a note of other Class III words you hear as well.
4. See how many of the Class III nouns you can describe using the adjectives which require endings to agree with the noun.



7E.10 Written Summary Exercise.

Translation Drill.

1. Put these chickens in the house.
2. These yams are rotten. They stink.
3. The car which is on the road broke down.
4. Pay those debts.
5. Can you buy those tires at the store?
6. Its eggs are good to eat.
7. Bulls are strong. They're also big.
8. That store is very small. It's near the road.
9. This job never finishes. It lasts forever.
10. Phlebitis, which is painful, attacks the legs.
11. Stop thinking about that dream.
12. What are you going to do about these debts?

LESSON EIGHT

NOUN CLASS IV

8.1 NOUN CLASS IV. With the exception of púa, 'child' the nouns in this class do not refer to humans.

8.2 VOWEL AND -y- FINAL STEMS. Nouns which end in -y or a vowel in the singular have -s/-st in the plural. Stems which end in a vowel in the singular add the plural suffix. Stems which end in a -y substitute the plural suffix for the -y.

nónó
doorway

nónósi
doorways

táy
compound

tási
compounds

kòláy
hook

kòlásì
hooks

8.3 NASAL STEMS. Stems which end in a vowel or vowel plus -y preceded by a nasal form their plurals by changing the nasal to an -n- and adding -zi/-zi.

kèdèná
plain, valley

kèdénzi
plains, valleys

pínáy
year

pínzi
years

kàdzàlàà
slope

kàdzàlànzi
slopes

8.4 IRREGULAR NOUNS. Some nouns of this class do not follow the above patterns.

púá
child

plá
children

piyáy
hill

piyísì
hills

léméya
stream

lémésì
streams

fódaà
field

fósìdaà
fields

péwà
small pot

pésì
small pots

kìwiyáy
government

VOCABULARY

nɔɔɔ, nɔɔɔɔ
 tay, tasi
 piyay, piyisi
 kadzalanɔ, kadzalanzi
 kɛdɛɛɔ, kɛdɛɛzi
 lemɛyɔ, lemɛsi
 pɔɔ, pɔɔɔ

kolay, kolasi
 nɔɔ, nɔɔɔ
 pewa, pesi
 caɔay, caɔasi
 pinay, pinzi
 kiwiyay
 fɔda, fɔɔɔ

8E.1 Replacement Drill. Respond with the singular.

- | | |
|-----------|----------------|
| 1. pɔɔɔ | 8. kɛdɛɛzi |
| 2. caɔasi | 9. piyisi |
| 3. nɔɔɔ | 10. kadzalanzi |
| 4. kolasi | 11. tasi |
| 5. fɔɔɔ | 12. nɔɔɔɔ |
| 6. pɔɔɔ | 13. pesi |
| 7. lemɛsi | |

8E.2 Replacement Drill. Respond with the plural.

- | | |
|--------------|-----------|
| 1. pɔɔ | 8. pinay |
| 2. nɔɔ | 9. kolay |
| 3. caɔay | 10. fɔdaa |
| 4. lemɛyɔ | 11. tay |
| 5. kɛdɛɛɔ | 12. nɔɔɔ |
| 6. piyay | 13. pewa |
| 7. kadzalanɔ | |

8.5 NOUN CLASS IV CONCORDS. The independent pronouns for Noun Class IV are *ńgá* in the singular and *ńzí* in the plural. The possessive prefixes are *kV(owel)-* in the singular (the vowel to be inserted here is discussed in Lesson Four) and *sì-/sì-* in the plural. The demonstratives are *kàńlȳ* and *sìńlȳ* (singular and plural, near), *ńgáȳ* and *ńzíȳ* (singular and plural, far), and *ńgá* and *ńzí* (singular and plural, invisible). Adjective forms for this class are *sósȳà*, *sósȳsì*, 'big, large,' *clkpéiāy*, *clkpésì* 'little, small,' *kíbināy*, *kíbinzì*, 'old,' *kífaīāy*, *kífaīsì*, 'new,' *kíkpèdāy*, *kíkpèdísì*, 'black,' *kúhùlùmāy*, *kúhùlùmāsì*, 'white,' *kísèmāy*, *kísèmāsì*, 'red.' The relative pronouns for this class are *ńgá* in the singular and *ńzí* in the plural. The verb subject prefixes are *kè-/kè-* and *sì-/sì-*. The verb object suffixes are *-kè/-ké* and *-sì/-sì*.



VOCABULARY

nɔnɔ, nɔnɔsi	fɔdaa, fɔsɪdaa
tay, tasi	pewa, pesi
pɪnay, pɪnzi	kiwiyay
kɛdɛnɛ, kɛdɛnzi	caɔay, caɔasi
kadzalanɛ, kadzalanzi	kolay, kolasi
pua, pia	pɔy, posi
lemɛya, lemesi	nɔy, nosi
ɲɔwu	celuu
suwu	nawu
ɔanuu	sewu
kuyuu	fɛi
suwu	ɔewu
suyuu	tɪnau
conau	ɔowu
heɔuu	sɪnuu
kpawu	tezuu
ɔanluu	wewu
	ɲɪnuu

8E.3 Replacement Drill. Replace each noun with an independent pronoun.

Example: nɔnɔ > ɲga

- | | |
|---------------|---------|
| 1. kadzalanzi | 6. pɔy |
| 2. piyay | 7. tasi |
| 3. pɪnay | 8. pewa |
| 4. lemesi | 9. nosi |
| 5. piyisi | 10. pua |

8E.4 Replacement Drill. Replace the noun possessor with a possessive in each of the following.

Example: piyay kadzalaŋa > kakadzalaŋa

- | | |
|-------------------|-------------------|
| 1. tay nɔɔɔ | 6. caɔay nɔɔ |
| 2. kɛdɛŋa lemeya | 7. pɪnay ɔɪdɛndɛ |
| 3. pɔɔ nɔɔ | 8. kolay nɔɔ |
| 4. pesi nɔɔ | 9. lemeya daa lɪm |
| 5. kiwiyaɔ kpelay | 10. pia kolay |

8E.5 Replacement Drill. Replace singulars with plurals and vice versa.

Example: Pɔɔ kana kɛwɛ cukaŋ > Pɔɔ sɪna sɪwɛ cukaŋ.

- | | |
|------------------------|------------------------------|
| 1. Cɔna nɔɔnɔɔ nɔɔɔ | 6. Pia nɔɔ sɪdaŋa |
| 2. ɔaŋ tay kana koyoo | 7. Ehedɪ kolasi nɔɔɔ |
| 3. Piyisi sɪna sɪkuyaa | 8. Mangba piyay kanɔɔ |
| 4. Suyi caɔay ŋa | 9. Pia wɛ kadzalaŋa ŋa kadaa |
| 5. Lemeya ŋa kosuwa | 10. Pia fɛɪ tay kana kɔɔɔ |

8E.6 Transformation Drill. Combine the following sentences using the correct relative pronoun.

Example: Pɔɔ walaa. ɔɪdɛza pɔɔ. > Pɔɔ ŋa ɔɪdɛzaa yɔ kawalaa.

1. ɔɪzɛ ɔɪwolo piyay cɔɔ. ɔɪna piyay.
2. ɔɔɔ ɔɛɪ cikpesi sɪna sɪdaa. ɔɛɪ cikpesi wɛ tabɪ yɔɔ.
3. Pɪnay ɔɛwa. Mɔnzɔ sukuli kɪtɛzɔ pɪnay ŋa kadaa.
4. ɔdaaŋɔɔ lemesi sɪna sɪdaa lɪm. Lemesi sɪna sɪdzuyaa.
5. ɔɪna tay. Tay paylaa.
6. Pɛzɪŋa nɔɔɔ daa. Nɔɔɔ tawali.
7. Mana mɔŋgɔlasi. Mongolasi keleba.
8. Pɪnzɪ ɔɛwa. Pɪnzɪ kaɔaŋlaa.

8E.7 Replacement Drill. Change singulars into plurals and vice-versa.

Example: Puw sɔsɔw wɛ Kayay. > Puŋ sɔsɔŋ wɛ Kayay.

1. Atina kolay cikpelay kana?
2. Pɔy wɛ kikpedim tiye.
3. Cɔna qesi kibinzi sinlyo sɪdaa.
4. Caɔay kifalay kɔyɔ yaawe?
5. ɛyaa qɔ tay cikpelay kana kɔyɔ.
6. Kiwiyay kifalay kanlyɔ kaacaki piledi.
7. ɛcɔna pia cikpesi yɔɔ camlye.
8. Mahay ɛɛlaku ɛyu nabuyu.

8E.8 Reduction Drill. Change these sentences by substituting subject prefixes and object suffixes for the Class IV nouns.

Example: Mendeza kadeŋa. > Mendezake.

1. Nɛɛɛɛu caɔay na?
2. Pɔy suwa.
3. Pinzi qɛ yem.
4. ɛɛɛɛza lemeya.
5. Mambɪzuu mansuu tay yɔɔ?
6. Piyay wɛ le?
7. Atay kɔyɔ?
8. Ham lim cukɔ mendzele mambua.



8E.9 Activities.

1. Continue the singulars and plurals game introduced in previous lessons. This time, use words from Noun Class IV. Review by playing a round with each of the other noun classes.
2. Continue the flash card game, using words from Noun Class IV.
3. Go out on a Noun Class IV Word Hunt. Ask Kabiye friends to give you at least five not in this lesson. Bring 'em back alive! (or at least with their tones intact.)
4. Which of the words captured in Activity 3 go with the adjectives which require endings? Can you put the nouns and adjectives together with the proper endings?

8E.10 Written Summary Exercise.

Sentence Formation - Transformation Exercise. Using the words provided, write out full sentences. Be sure to translate all English words into Kabiye and make sure that you use all the right concords.

1. they/ñaluu/padi/lemeya/those/daa
2. these/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ
3. ɛɛɛɛɛɛ/this/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ
4. pua/natangbelaa/ɛɛɛɛɛɛ
5. ɛɛɛɛɛɛ/nzi/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ
6. which/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ
7. who/ɛɛɛɛɛɛ/this/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ
8. ɛɛɛɛɛɛ/ɛɛɛɛɛɛ
9. daa/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ
10. ɛɛɛɛɛɛ/these/ɛɛɛɛɛɛ/ɛɛɛɛɛɛ

LESSON NINE

NOUN CLASSES V AND VI

- 9.1 NOUN CLASS V. Most nouns in this class are derived from other nouns or from verbs. Infinitives belong in this class.
- 9.2 -tù/-tù AND -dù/-dù-FINAL NOUNS. With very few exceptions, nouns in this class end in -tu/-tù or -dù/-dù in the singular. Most have no plural. The few which do are listed here.

tétù
town

tétùnàà
towns

nándù
game, fresh meat

nándùnàà
kinds of game,
kinds of fresh meat

wóndù
song, thing, article

wóndùnàà
songs, things, articles

pétù
fish poison

ñítù
forage

mútù
porridge

àbàlítù
manhood

hàlítù
womanhood

The three nouns above which have a plural take the plural form of Class I but the concords of Class V.

- 9.3 OTHERS. There are two nouns in this class which do not follow the above pattern.

tóm	tómnaà
word, language, case	words, languages, cases
wónú	wóndù
tool	tools

Note that wóndù as a singular and wóndù as a plural have different meanings.

- 9.4 NOUN CLASS V CONCORDS: Singular and plural concords for nouns in this class are the same. The independent pronoun for this class is ndú. The possessive prefix is tú-/tù-. The demonstratives are: tūnyó (near), ndúyó (far) and ndú (invisible). The relative pronoun for this class is ndú. The verb subject prefix is tú-/tù- and the verb object suffix is -tú/-tù. The adjectives are sōsōtù, cikpētù, kíbīndù, kífātù, kíkpedítù, kúhùlùmtù, kísēmtù, 'large, small, old, new, black, white, red.'

- 9.5 NOUN CLASS VI. Most nouns in this class are liquids or masses. When used in a 'plural' sense, the form is the same. Many of these end in -ím, almost all in -m.

hayim	alafia
farm, cultivated field	health
qom	lim
salt	water
tim	sulum
gunpowder	drink, choukoutou
mayzim	calim
good aim	blood
him	naalim
wine	milk
sim	mulum
death	flour
num	
oil	

9.6 NOUN CLASS VI CONCORDS. There is only one form for both singular and plural meanings of nouns in this class. The independent pronoun is *mbú*. The possessive prefix is *pù-/pù-*. The demonstratives are *pùnyó*, *mbúyó* and *mbú* (near, far, invisible). The relative pronoun is *mbú*. The adjectives are: *sósóm*, *cíkpém*, *kíbím*, *kífám*, *kíkpèdím*, *kúhùlùmúm*, *kísèmím* 'large, small, old, new, black, white, red.' The subject prefix is *pù-/pù-*. The verb object suffix is *-bú/-bú*.



VOCABULARY

tətu, tətunaa	hayim	waakuu
nandu, nandunaa	qom	ṭəwuu
wonu, wundu	tim	nɪwu
wondu, wondunaa	mayzim	qew
pətu	him	qew wəwu
ñitu	sim	sɪduu
mutu	num	təwu
abalitu	lim	kəwu
halitu	sulum	ñɪtɪnau
kiwitu	calim	lɪnau
abitu	naalim	kɔnau
təm	mulum	malɪfa tɔwu
təm, təmnaa	ñowu	pəquu
	fɔy	yɔduu

9E.1 Substitution Drill. In each of the following sentences, substitute the appropriate independent pronouns for Class V and VI nouns and use the appropriate verb subject prefixes and verb object suffixes.

Example: Min waaka tətu. > Min waakatu.

1. Calim kpema ehamuw yɔɔ.
2. Ñɔɔ naalim.
3. Sidi mulum.
4. Mutu kila howu.
5. Ɔom wɛ him daa.
6. La tumɪyɛ nɛ wonu kuna.
7. Taawaaki ñaalafia.
8. Maayɔduu tɔm ŋu.
9. Wundu wɛ tim dɛɛ.
10. Kodzɔya wɛ num daa.

9E.2 Replacement Drill. Replace the noun possessor with a possessive in each of the following.

Example: calim wetu > puwetu

- | | |
|-----------------|------------------|
| 1. tetu lim | 6. ñitu qeqe |
| 2. tom tabu | 7. mutu min |
| 3. dom lelen | 8. tetunaa awiya |
| 4. alafia wazay | 9. wonda hulumum |
| 5. him wetu | 10. num szun |

9E.3 Substitution Drill. In each of the following, substitute a different demonstrative.

Example: lim mbu > lim mbuyó

- | | |
|------------------|--------------------|
| 1. tetunaa nduyó | 6. tom tuniyó |
| 2. sim mbuyó | 7. wondunaa tuniyó |
| 3. him puniyó | 8. naalim mbuyó |
| 4. wonu nduyó | 9. mulum puniyó |
| 5. ñitu ndu | 10. nandù nduyó |

9E.4 Transformation Drill. Combine the following sentences to form a single sentence using the correct relative pronoun.

Example: ðwaaka aafia. Aafia kewe qew. >
ðwaaka aafia ngu kiwe qew.

1. Lim fei qew. ðwaaka lim.
2. Sidi mulum. Mulum we tabli kwi.
3. Taw mutu tuniyó. Misi mulum pasanaa.
4. Ñwa ñwa sulum. Ñwa sulum we tabli kwi.
5. Mendee wonda ndu? ðwaaka wonda ndu.
6. Tim ke kaqe piyu. Membeqa tim.
7. Tom taqanli. Meni tom.

8. Hayim ñotina Yayde. Dihaya hayim.
9. Pogona nam. Podo malifa nam.
10. Mulum lina Lima. Pesida mulum.

9E.5 Completion Exercise. Complete each of the following with the appropriate adjective form.

Example: mayzim (cikpel-) > mayzim cikpelim

- | | |
|----------------------|----------------------|
| 1. calim (kifal-) | 7. sulum (kibin-) |
| 2. lim (kikped-) | 8. naalim (kuhulum-) |
| 3. wonda (soso-) | 9. hayim (kibin-) |
| 4. alafia (kifal-) | 10. tetunaa (kifal-) |
| 5. mutu (kuhulum-) | 11. tom (kibin-) |
| 6. nandunaa (kitem-) | 12. num (kifal-) |

9E.6 Reduction Drill. Change these sentences by using subject prefixes and object suffixes for Class V and Class VI nouns.

Example: Foy kana koñotina Lima. > Koñotina Lima.

1. Dom puniyɔ puwe yuŋ halɩ.
2. Pasuula lim.
3. Didaluu tetu daa alawatu ndu?
4. ŋniyzuu aalafia yɔɔ.
5. Tasi tom ndu.
6. Pua tɔɔ petu.
7. Sim eelaki kaafaɗa.
8. Mfeina mayzim nabuyu.
9. Num hutaa.
10. Du ñowondu cinliyɔ.

9E.7 Activities.

1. Continue the flash card game, using words from Noun Classes V and VI.
2. Continue the singulars and plurals game using nouns from Class V. Note that nouns in this class often mean different things in the singular and in the plural.
3. Find out some other nouns from Classes V and VI from your Kabiye friends. Compare notes with your fellow students. Keep a notebook with words you think might be useful to you in your work.
4. Match up words you found out about in Activity 3 with various adjectives.



9E.8 Written Summary Exercise.

Sentence Formation - Translation Exercise. Using the words provided, write out full sentences. Be sure to translate all English words into Kabiye and make sure that you use all the right concords.

1. this/cɔɔ /ɸɔɪɪnau /wɔnu/cɪɪɪ /kɛwɔ
wɛwɔ
2. wɔnu/those/tɛtɔ/daa/wɛwɔ
kɛwɔ
3. mutɔ/ndu/tɔɔwɔ/wɛwɔ
kɛwɔ/kuduyɔ/daa/kɪkɛdɔ
4. tɛtɔ/these/naalɛ/Lama Kara/wɛwɔ/cɔɔ
kɛwɔ/ɸɔɪɪnau
5. akpama/nandu/sakɪɪɛ/hɪwɔ
6. this/hayɪɪm/dɛw/wɛwɔ
7. dɔm/kuhulumɔm/wɛwɔ
kɛwɔ
8. kɛwɔ/calɪɪm/kɪsɛmɪɪ
wɛwɔ
9. tɪɪm/kɪkɛdɪɪm/wɛwɔ
kɛwɔ
10. num/punɪɪɪɪ/fɛɪ/lidiye
caada

LESSON TEN
REVIEW OF NOUN CLASSES

10.1 NOUNS AND THEIR CONCORDS. These charts summarize the forms of nouns typical of each class and the concords for each class as covered in Lessons Five through Nine.

NOUNS ADJECTIVES

I	hàlú	sósó	cìkpèlù	kíbìnú	kíkpèdù	kúhùlùm	kísém
	hàlāā	sósómā	cìkpémā	kíbímā	kíkpèdāā	kúhùlùmāā	kísémāā
II	númāw	sósów	cìkpèlùw	kíbìnúw	kíkpèdūw	kúhùlùmúw	kísèmúw
	númāñ	sósóñ	cìkpénñ	kíbínñ	kíkpèdínñ	kúhùlùmínñ	kísèmínñ
III	lòòdíyè	sósódè	cìkpèdè	kíbíndè	kíkpèdíyè	kúhùlùmíyè	kísèmíyè
	lòòdá	sósóná	cìkpènà	kíbìnà	kíkpèdá	kúhùlùmá	kísèma
IV	táy	sósóyà	cìkpèlàý	kíbìnáý	kíkpèdáy	kúhùlùmáý	kísèmáý
	tàsì	sósósì	cìkpèsì	kíbínzì	kíkpèdísì	kúhùlùmásì	kísèmásì
V	nándù	sósótù	cìkpétù	kíbíndù	kíkpèdítu	kúhùlùmtù	kísèmtù
	nándùnāā	sósótù	cìkpétù	kíbíndù	kíkpèdítu	kúhùlùmtù	kísèmtù
VI	lím	sósóm	cìkpém	kíbím	kíkpèdím	kúhùlùmúm	kísèmím

	INDEFINITE PRONOUNS	INDEPENDENT PRONOUNS	DEMONSTRATIVE			POSSESSIVE PREFIXES	RELATIVE PRONOUNS	VERB PREFIXES	VERB SUFFIXES
			NEAR	FAR	INVISIBLE				

I	nàwúyù	énú	ènìyó	énìyó	énú	è-/è-	wéi	è-/è-	-í/-í
	nàbéyè	mbà	pànìyó	mbáyó	mbá	pV-	mbá	pá-	-wé/-wé -bé/-bé
II	nàkúyù	ńgú	kùnìyó	ńgúyó	ńgú	kù-/kù-	ńgú	kù/kù-	-kú/-kú
	néèyè	éní	ènìyó	énìyó	éní	è-/è-	éní	è-/è-	-í/-í
III	nàqíyè	ńqí	qìnìyó	ńqíyó	ńqí	qí-/qí-	ńqí	qì-/qì-	-qí/-qí
	nàáyé	áná	ànìyó	ánìyó	áná	à-	áná	à-	-é/-é
IV	nàkéyè	ńgá	kànìyó	ńgáyó	ńgá	kV-	ńgá	kè-/kè-	-ké/-ké
	nàsíyì	ńzí	sìnìyó	ńzíyó	ńzí	sì-/sì-	ńzí	sì-/sì-	-sì/-sì
V	nàtúyù	ńdú	tùnìyó	ńdúyó	ńdú	tù-/tù-	ńdú	tù-tù-	-tú/-tú
	nàtúyù	ńdú	tùnìyó	ńdúyó	ńdú	tù-/tù-	ńdú	tù-/tù-	-tú/- tú
VI	nàbúyù	mbú	pùnìyó	mbúyó	mbú	pù-/pù-	mbú	pù/pù-	-bú/-bú

VOCABULARY

mangu, mangunaa

tin, tin

abaluu, abalaa

ewaw, ewan

hay, hasi

doziye, doza

diya, disi

poy, posi

lim

nangbaan, nangbaan

kolay, kolasi

mutu

efelu, afelaa

tay, tasi

tumiye wonu, tumiye wundu

(plural)

dewa, desi

halu, halaa

maw

numaw, numan

takayay, takayisi

hayim, hayim

coci, cocinaa

toluu

dahuu

kewu

wewu

sawu

sawu

kpaduu

mizuu

tawu

hawu

wenu

mawu

wundu tewu

diyzinaw

felau

lenu

10E.1 Completion Exercise. In each of the following sentences, add an appropriate word.

Example: Halu ____ edanaa ya ege mondoo. >

Halu wei edanaa ya ege mondoo.

1. Mangu ____ lileya kuli tin ____ kuyaa kutali.
2. Abalaa ____ pedewa pite lalaa teqe.
3. Ewan eniya awe kikapdim piyale eniya awe ____.
4. Doziye ____ mondozaa ya diqum sondu.
5. Diya kaniya kege sawa, ngaya ____.
6. Hay sa ____ -nangbaan.
7. Epsaa etali Lima le edaasaa ____ -takayisi.
8. Poy wila. ____ -hikuu lim sakiye caayi.
9. Lim ____ puwe lenu pikili lim ____.

10. Tay ____ kewe pɛɛɛɛɛɛ yɔ madɪna.
11. ʒbe laba kolay? ____ leba.
12. Tumɪye wonu sɔsɔw kpaɔa tumɪye ____ ɔew.
13. Nna numaw ŋgu? ʒe, mana- ____.
14. Nñɔ lɪm na? ʒe, mo- ____.
15. ŋwena ɔesi nasɪyɪ? Aaɪ, mɛmfɛɪna ____.
16. Mondoo afelaa mutu mana. Ndɔɔ- ____ nna?
17. Eɔiyzina halu. Anɪ eɔiyzinaa? ____.
18. Mandu pɪnay takayay daa. ʒbe mandu takayay daa? ____.
19. Pamɪza maw hayɪm sɔsɔm. Le pamɪza maw? ____.
20. Patɪŋe pete wondu cɔcɪ daa. Le pete wondu? ____.



VOCABULARY

mutu
 kɔɔ, kɔɔnaa
 pɔɔ, pɔɔɪ
 puw, puɲ
 natangbaɪɪɛ, natangbalaa
 lim
 ɛyɔ, ɛyaa

nawu
 tɛzɔɔ
 suwu
 kpawu
 konau
 waakuu
 kpeeluu

10E.2 Replacement Drill. Replace the underlined word(s) in each of the following sentences by the correct form of the indefinite.

Example: Ɖɪtɔɔ mangunaa mba. > Ɖɪtɔɔ nabɛɛɛ.

1. Tɔɔ mutu tunɪɔɔ.
2. Memfɛɪna kɔɔnaa.
3. Looda waakaa.
4. Ɖɪdɛza pɔɔ nasitɔzo.
5. Ɖɪdɛtɛzɪ pɔɔ nasitɔzo.
6. Ɖɪdana ɛyaa nabɛɛɛ.
7. Kɔna ɲotumɪɪɛ wɔndu.
8. Mu lim punɪɔɔ.
9. Tɪɲ paa numaw ngu.
10. Kpeeli tumɪɪɛ wɔndu.
11. Su natangbalaa anɪɔɔ.
12. Mangba puw mɪɪ ɲɪnuu.

10E.3 Translation Drill. Translate these sentences from English to Kabiye. Answers will be found in the Answers to Written Exercises.

1. These strangers refuse to eat this porridge.
2. Will you eat some porridge?
3. We have taken down those big pots which were on the shelf.
4. The cat bit its ear.
5. Did you see that film? Yes, I saw it.
6. Did you buy his car? No, I didn't buy it.
7. Look at that old calabash.
8. We didn't find any water.
9. Who took the tools. They took them.
10. Who saw it? They did.
11. The year which ended was a long one.
12. The goats which they locked in the pen were killed.
13. If we sell these cows, we will have a lot of money.
14. Look at those school trucks.
15. These cars are big ones.
16. Our water is cold. Drink it.
17. Try some of this dog meat.
18. I'll leave you this mango.
19. That town is larger than this one.
20. Who bought this cloth?

LESSON ELEVEN

VERB STRUCTURE - VERB CLASSES

PRESENT TENSE - PRESENT CONTINUOUS

- 11.1 **VERB STRUCTURE.** The complete verb consists of three parts: the subject prefix, the stem (which contains information about tense and aspect), and the object suffix. A typical verb looks like this:

è-wókìnà-l, 'she-is sending/sends-him'

It is very important to learn all the tones associated with the verb structure, since sometimes a change in tone may signal a change in tense and/or aspect. In this example, there is a subject prefix before the verb and an object prefix after the verb because no noun subjects or objects are present. If noun subjects and objects are present, subject prefixes and object suffixes are unnecessary. For example:

Hàlú wókìnà àbàlú . The woman is sending/sends the man.

There are sometimes other markers which fit in between the subject prefix and the verb stem, such as negation:

èèwókìnái 'she's not sending him'

Negation in the present tense is indicated by a doubling of the prefix vowel (or sometimes consonant) and a tone change.

- 11.2 **VERB CLASSES.** There are five different verb classes in Kabiye. Membership in one of the verb classes is based on: 1) the infinitive ending, 2) the present tense form, 3) the past tense ending and 4) the imperative-subjunctive form. The chart below shows you these forms for sample verbs of each of these classes in the first person singular.

VERB CLASS	INFINITIVE	PRESENT	PAST	IMPERATIVE-SUBJUNCTIVE
I	l'wú 'go out' kúwú 'kill'	mèl'wú mòṅgúwú	mèl'wá mòṅgúwá	l'ì, mèl'í kú, mòṅgú
II	wóbù 'go' tìbù 'go down' síbù 'die' sěyù 'set aside' cáyù 'sit down'	mòwókì mèndìkì mènzíkì mènzékù màndzàkì	mòwòbá mèndìbá mènzìbá mènzèyá màndzàyá	wòlò, mòwólò t'ì, mèndì sì, mènzì séy, mènzéy cày, màndzày
III	kóm 'come' tém 'finish'	mòṅgòḡ mèndéḡ	mòṅgòmá mèndèmá	kòò, mòṅgòò tè, mèndé
IV	tólùù 'tall' pàylùù 'grow' sóbùù 'squat'	mòndólùù màmbàylùù mònzóbù	mòndóláà màmbàyláà mònzóbàà	tólí, mòndólí pàylì, màmbàylì sóbì, mònzóbù
V	cónàù 'look' sìnàù 'help' wónàù 'take to'	mòndzòḡnà mènzíwnà mòwókìnà	mòndzónà mènzínà mòwónà	cóná, mòndzóná síná, mènzíná wóná, mòwóná

- 11.3 CLASS I is characterized by a -wu/-wu ending on the infinitive, the infinitive form in the present tense with some tone changes, a low-low-high tone pattern with a -wa ending in the past tense, and a high-tone stem without the infinitive ending in the imperative-subjunctive.
- 11.4 CLASS II is characterized by a -bu/-bu or -yu/-yu ending on the infinitive with final low tone, -ki/ki or -ku/-ku as the present tense ending with a low-high-low or low-high-falling tone pattern, -ba or -ya as the past tense ending with a low-low-high or low-low-falling tone pattern, and an imperative-subjunctive without infinitive ending which has high tones until the last syllable, which may be high, falling or low (ménzí, mǎndzāy, mǒwolò).
- 11.5 CLASS III has infinitive forms which end in -m with a high-tone pattern, a present tense with an -ŋ ending after the stem and a low-high-low tone pattern, a past tense ending in -ma with a low-low-high tone pattern, and an imperative-subjunctive with the stem and a high-high-low or high-high tone pattern.
- 11.6 CLASS IV has infinitive forms which end in -uu/-uu, a present tense which retains the infinitive form and has low tone on the prefix, high tone on the stem-tone and vowel length on the final syllable may vary, a past tense which ends in -aa, low tone on the prefix, the tone of the infinitive stem on the stem and varying final tones, an imperative-subjunctive which ends in -i/-i or -u/-u. The imperative-subjunctive has a high tone on the stem.
- 11.7 CLASS V verbs are derived from other verbs. They all end in -nau in the infinitive, which has a high-low-low tone pattern. There is a great deal of variation preceding the na ending of the present, past and imperative-subjunctive, because these are derived verbs. All of them have a -na ending in the present tense with a low-high-low tone pattern. Both the past tense and the imperative-subjunctive end in -na. They also retain only the consonant-vowel stem of the infinitive preceding the -na. They differ in tone pattern: the past tense is low-high-low and the imperative-subjunctive is high-high-high.

VOCABULARY

akpadíyú, akpadíyaa
sometu
pew, pɛŋ
pua, pia
lubu
yabu
payluu
sinau
sobuu
cayú
punu, puŋ
nandu
kaɖɛ

tɛm
kuwu
sɛyú
yekuu
tɪŋ, tɪŋ
kelimiye, keleme
kpaŋnu, kpaŋnan
aleeya
tumíyɛ, tuma
toluu
camíyɛ
ɖoŋ
ŋɪnuu
tɪŋɛ

11E.1 Replacement Drill. Change the verb in each of the following sentences from the present to the past tense.

Example: Mowoki. > Mowoba.

- | | |
|-------------------------|-----------------------------|
| 1. Melíwu. | 6. Powoki Lima sɔɔɔ. |
| 2. Pɛsɛku pɛŋ. | 7. Ndzaya, mana. |
| 3. Nábua payluu camíyɛ. | 8. George tɛma takayay. |
| 4. ɖiyekuui lidiye. | 9. Tɪŋ tolúu. |
| 5. ɖɪsɪwna Tol halɪ. | 10. Akpadíyú sobuu peeɖeyɔ. |

11E.2 Replacement Transformation Drill. Replace the verbs in the second sentence with an imperative-subjunctive and combine.

Example: ɛku kelimiye. ɛlɪwa. > ɛku kelimiye nɛ ɛlɪɪ.

1. ɛɔna ɛdabalɪ. ɛsɪna ɛdabalɪ.
2. Tol tɛma ɛtumíyɛ. ɛkɔma ɖíyɛ.
3. Jeannine sobaa. ɛɔna ɛwalɪ.
4. Mandzaya. Mɔŋɔɔ sɪgaɖɛtu.
5. Mowoba Kayay. Melɪ lɔɖíyɛ daa.

6. Powonai lidiye. Paqewa.
7. Xilwa. Xiku kelimiye.
8. Moluba. Mendema.
9. Tɔɪ woba Acangbade. Xyaba afa.
10. Ndzonā ñawalu. Nzobaa.

11E.3 Completion Drill. Complete the second sentence with the infinitive form of the verb in the first sentence.

Example: Menziki. _____ teke aleeya. > Sibɔ teke aleeya.

1. Meli loɔɔɔɔɔɔ daa. _____ fɛɪ kaɔɔɔ.
2. Xɔɔɔɔ kpaɔɔɔɔ yɔɔ. _____ wɛ kaɔɔɔ.
3. Ɖɪɔɔɔɔ mayzɔɔ _____ pɪzɔɔ pɪwɛɛ ɔɔɔ.
4. Ɖuku puɔ. Puɔ _____ wazɔɔ nandu ɔɔɔɔ.
5. Mandzaya. _____ kɛna hɛzɔɔ.
6. Mɔɔɔɔɔ ɔɪya loɔ paɔɔɔɔɔ. _____ loɔ ɔɪya ɛɛwaakɔɔ alawatu.
7. Ɖɪɔɔɔɔɔ. _____ ɛɛwazɔɔ nabuyɔ.
8. Papayla loɔ. _____ wɛ ɔɔɔ.
9. Mowona somtu sukuli daa. Somtu _____ sukuli daa wɛ kaɔɔɔ.
10. Mendɛ loɔ. _____ loɔ pɔzɔɔ tɪɔɔɔɔɔɔ sakɪyɛ.



- 11.8 PRESENT TENSE. The present tense in Kabiye corresponds to what we refer to in English as the present and the present progressive, for example, 'I go to church every week' and 'I'm going to church.' The former sentence refers to habitual action and the latter to a specific instance. The present tense may also be used for future reference, just like the English present tense: 'I'm going to Palo Alto next Tuesday.' In Kabiye, however, the present is used for future reference only if the action referred to is customary or habitual. If the action is novel, the tense required is the future. Here are some Kabiye examples:

Mowoki cɔɔi kpitaŋ tiŋɛ.
I go to church every week.

Mowoki cɔɔi.
I'm going to church/I go to church.

Mowoki Palo Alto Bɔɔa lɛɛku.
I'm going to Palo Alto next Tuesday.

- 11.9 PRESENT CONTINUOUS. If a sentence refers to an action going on at the moment of speaking, the present continuous is used. This is formed by the verbs *ɔɔɔnau* and *ɔɔɔnau*, 'to be in the process of' plus the infinitive of the verb. In English we indicate this immediacy by an adverb such as 'right now, at this moment.' 'I'm cleaning my fingernails right now,' but in Kabiye immediacy is shown in the verb form:

Mandɔɔɔna tɔɔɔɔ.
I'm eating right now.

The verbs *ɔɔɔnau* and *ɔɔɔnau* are used only with this tense. Subject prefixes are added to these verbs, not to the infinitive.

VOCABULARY

mangu
 ɩɔɔɔɔɔɔɔɔɔɔ
 ɔɔɔɔ
 ɔɔɔ
 ɔɔɔ
 ɔɔɔɔɔ ɔɔɔ
 ɔɔɔɔ
 ɔɔ
 ɔɔ

ɔɔɔ
 ɔɔɔ
 ɔɔɔ, ɔɔɔ
 ɔɔɔ, ɔɔɔ
 ɔɔɔɔ, ɔɔɔɔ
 ɔɔɔɔ, ɔɔɔɔɔ
 ɔɔ
 ɔɔɔɔɔ, ɔɔɔɔɔ
 ɔɔ

11E.4 Question - Answer Drill. Answer the questions below in the present continuous.

Example: Wɔɔ ɔɔɔ yaawe? > ɔɔ, wɔɔ ɔɔɔ ɔɔɔ.

1. Nɔɔɔ ɔɔɔɔɔɔɔ ɔɔ?
2. ɔɔɔɔ Mangu ɔɔ?
3. ɔɔɔ ɔɔɔɔ ɔɔɔɔ ɔɔ?
4. L.S.T.L. mawu takayɔɔ ɔɔ?
5. Tɔɔ ɔɔɔ ɔɔ?
6. ɔɔɔ maki soo ɔɔ?
7. Nakaa hazuu tay ɔɔ?
8. ɔɔɔɔ ɔɔɔɔɔ ɔɔ?
9. John nɔ Philip ɔɔɔɔ ɔɔ?
10. Briggs mawu Kabiye kuduyu ɔɔ?

11E.5 Activities.

1. With what you know about Kabiye verb classes, ask your Kabiye friends to give you fifteen or twenty verb forms in the infinitive. Try to say the different tenses of these verbs to your friend. Can you guess the right forms of the verb from the infinitive? Bring your verbs back to class and ask your teacher for the correct forms if you haven't succeeded in finding the right ones.
2. Give a classmate a list of 5-10 present tense forms. Ask your classmates to give you the present continuous forms. Then do the same with some present continuous forms.
3. Make up pairs of sentences in the past tense. Each sentence should have the same subject. Then ask your classmate to combine the two sentences into one, using the imperative-subjunctive as the second verb.

11E.6 Written Summary Exercises.

A. Completion Exercise. Complete the following sentences with an appropriate verb. Ask your teacher if your verbs are correct.

1. Nakaa _____ Lima Bdaqanaa kpekpe.
2. Nakaa _____ Lima qeqewayi kpitaw daa.
3. Mo nai _____ qiya lɛɛya.
4. Martinez ne Briggs _____ lanhezɪye soolɪm tumɪye.
5. Beck _____ biya sakɪye.
6. Young _____ Togo yɔɔ tɔm paɔɔye.
7. Jassor _____ U.B. lɛɛya.
8. Kolaa _____ Fred elidiye qeqe.
9. John _____ lɛ, ɛsɔw qandaa.
10. Yee Tɔɪ _____ kɔyɔ pɔhɔɔ ɛnangbaaɔ.

B. Translation Drill. Translate these sentences into Kabiye. Look up the answers in the Answers to Written Exercises.

1. I'm going to town right now.
2. I go to the doctor next Tuesday.
3. We went to the store last week.
4. Nakaa always goes to school.
5. Nakaa is going to school at this moment.
6. We're building a house.
7. We're building a house right now.
8. The blacksmith is heating iron.

LESSON TWELVE

SIMPLE PAST TENSE - PAST CONTINUOUS

PAST PERFECT - SEQUENCE OF TENSES

12.1 PAST TIME. There are several different ways of referring to something which happens in past time in Kabiye. These include the simple past tense, the past continuous, the past perfect and the imperative-subjunctive.

12.2 SIMPLE PAST TENSE. This is probably the most frequently used form to indicate past time in Kabiye. It corresponds to English past and perfect. Thus,

ɛdɔɔwa kelimiye

can mean either 'He or she ate the chicken' or 'He or she has eaten the chicken.' The simple past generally refers to completed action.

12.3 PAST CONTINUOUS. This form is used to refer to action perceived as ongoing in the past. English 'was, were ___ing' is translated as the Kabiye past continuous.

Mandalaa lɛ, ɛlakay tumiyɛ.

When I arrived, he was working.

The second verb is in the past continuous, the first in the simple past.

12.4 PAST PERFECT. The past perfect requires a different set of subject prefixes from the simple past, but the past stem is the same.

mààlìwá

qìlìlìwá

n̄n̄lìwá

ɛ̀ɛ̀lìwá

èèlìwá

pààlìwá

I, etc. had left

Note that the extra vowel (or nasal) has low tone, even if the prefix has high tone (like é-/é-, 'you (plural)'). The past perfect has two uses: 1) to refer to action completed prior to another action in the past, 2) as an intensifier of the past. The first usage is like that of English 'had left' in:

By the time I arrived, she had left.

The second usage is specific to Kabiye and cannot be translated in English as a verb alone. For example, two Kabiye agree to meet at a certain place. Both go, but somehow fail to connect. As one accuses the other of not showing up, the other insists, 'But I did go' or 'I had really gone there.' This would be rendered as Kabiye maàwobá.

- 12.5 SEQUENCE OF TENSES. When two or more events follow one another and the sequence is narrated in past time, after the first verb, the tense changes in Kabiye. For example, in English, the following sentences contain all past tense verbs:

I arrived. I took my tools off the truck. I put the box on the deck. I locked the truck. I opened the tool box.

In Kabiye, the first of these verbs would be in the past, and all the others in the imperative-subjunctive.

If the first verb is in the past continuous, the second verb may be either present or past continuous. This is determined by whether the conjunction is nɛ or lé.

ɛlakay tumiyɛ nɛ etewu wɔndu.
He was working and he was singing a song.

ɛlakay tumiyɛ lɛ, eteway wɔndu.
While he was working, he was singing a song.

VOCABULARY

wondu	lɔkɔ, lɔkɔnaa	qɔm
tumiye, tuma	Bɔhu	keɖuu
caa, caanaa	kolu, kolaa	lebu
dzini	mawu	ñowu
fulasi, fulasinaa	lɔɔɖiye, lɔɔɖa	nawu
tukudu	numaw, numan	labu
kilemu, kilemin	kpaca, kpacanaa	suwu
hayim	camiyɛ	lubu
payɛ	wobu	huyuu
adzana toko	taluu	sɛyuu
ɖasi	ɖuwu	wiluu
fɔy, fɔsi	yawu	ñayzuu
ñɔsi	luluu	seytuu
somtu	cɔnau	cɛbu
samila	suwu	mabu
habiye, haba	yabu	sinzuu
		ɔɔ ɖɛwu

12E.1 Completion Drill. Complete the second sentence with the imperative-subjunctive form of the verb.

Example: $\xi koma$ Lima. (Wobu) $\mathfrak{d}idɔɔye$ >
Ewolo $\mathfrak{d}idɔɔye$.

1. Haɖu woba fɔy daa. (ɖuwu) samila.
2. Patala Kayay. (Wobu) Hotel Kara.
3. $\mathfrak{d}icɔna$ payɛ. (ɖom) hɛɛ.
4. Nakaa lula pua. (Yawu) kɛ se Akizuu.
5. Henry su L.S.T. daa. (Wobu) Samoa.
6. Lynn woba Goyi Score. (Kpayu) Aaron nɛ Chloe.
7. Jassor yaba 2C.V. (Pɛduu) lɔɔɖiye nɛ Boris.
8. Etienne na somtu. (Mawu) $\mathfrak{e}dzaa$ kuduyu.
9. $\mathfrak{d}ileba$ numaw. (Nawu) habiye sɔɔɔye.
10. Tɔi keɖa tɪŋ. (Labu) ɖasi.

12E.2 Transformation Drill. Change the following sentences from the present to the past.

Example: Mowoki kilemin qiwiliye > Mowoba kilemin qiwiliye.

1. Mayaki Honda sɔnɔ.
2. Manay kilemin qoo ana.
3. Charlie yaki tukudu kiyaku daa.
4. ɛdzaa ɱɔwu dzini sakiye.
5. Pɔdɔn powolo Yayɛ.
6. Fulasi sinzuu lɔɔda cɪna.
7. Aliti suwu adzana tokonaa.
8. Akakpo laki tumiye siɲɲ.
9. De Medeiros maki tennis camɪye.
10. ɔɪɔɲna hayɪm sɔnɔ.

12E.3 Transformation Drill. Change the sentences in 12E.2 to past continuous.

12E.4 Transformation Drill. Change the sentences in 12E.2 to past perfect.

12E.5 Transformation Drill. Change the following sentences to the past continuous.

Example: Eze leelee. > Ezeway leelee.

1. Tɔt cɛba mɪla.
2. Pohuya loko.
3. Briggs ma sukuli.
4. Charlene qoma ewolo Bohu.
5. Kolu luba haku.
6. Haqu sɛya kpaca.
7. Halaa qe pawalaa yɔɔ.
8. Pua ñayza kadi.
9. Diwoba peeɖe qeyeke.
10. Eseyta eñɔsi.

12E.6 Activities.

1. Each time you hear a Kabiye use a verb, make a note of it, and try to change several of these verbs into the different forms used in this lesson. Ask a Kabiye friend or your teacher for help.
2. Try this exercise. For a whole day, each time you hear a past continuous, change it to a simple past (in your head). The next day change all simple pasts to past continuous (and so on).
3. Make up sentences which all use one of the forms of this lesson. Ask a classmate to change all of these forms to one of the other forms introduced in this lesson.



12E.7 Written Summary Exercise.

Translation Exercise. Translate all of the following sentences into Kabiye.

1. All my friends went to Lama Kara.
2. They were building a house in Atchangbade.
3. The people of Piya had finished their celebration by the time we got there.
4. We have finished sleeping and now we are working.
5. While we were walking, a man approached us.
6. Toi came to our house early.
7. They were cutting down the palm tree when we arrived.

LESSON THIRTEEN
IMPERATIVE-SUBJUNCTIVE
FUTURE - NEGATION

- 13.1 IMPERATIVE - SUBJUNCTIVE. Both the imperative and the subjunctive use the same stem, thus the compound name. The imperative is usually the stem of the infinitive, sometimes with vowel lengthening and tone changes. With some verbs, such as wòbù, 'to go,' the imperative-subjunctive, wòlò, differs from the infinitive stem. Note that the imperative in the plural is the same as the second person plural of the subjunctive, for example éwòlò, 'go,' plural, wòlò, 'go,' singular.

The use of the imperative is like that of the English imperative but the subjunctive is somewhat different. The subjunctive is used for the second (and each subsequent) verb after a past tense form when the verbs refer to a series of related actions (see Lesson Twelve). It is also used to express obligation, as in the English sentence. 'He should do his work, if he wants to graduate.' The following chart shows a number of imperative forms and the first person singular of the imperative-subjunctive. The past tense of the subjunctive is formed by an introductory phrase pùwěé sè plus the past perfect form of the verb: pùwěé sè èewòba sùkulì, 'He should have gone to school' (literally, 'It is that he had gone to school').



	IMPERATIVE	SUBJUNCTIVE
I	lɛɛ leave	mɛɛɛ I should leave
	ku kill	mɔngu I should kill
II	wolo go	mowolo I should go
	tii go down	mendi I should go down
	si die	menzi I should die
	sɛy set aside	menzɛy I should set aside
	cay sit down	mandzay I should sit down
III	kɔɔ come	mɔngɔɔ I should come
	tɛ finish	mende I should finish
IV	tɔɪɪ fall	mɔndɔɪɪ I should fall
	payɪ grow	mambayɪ I should grow
	sobi squat	monzobi I should squat
V	wona send	wowona I should send

13.2 FUTURE. Future time is indicated by using the present tense with an adverb of time or the future tense, which is compounded of a form of the verb kawu, 'to be going to,' plus the infinitive. If you are talking about something which you commonly do or which you are not emphasizing, the present plus adverb is used. If you are talking about something which is novel or on which you are placing emphasis, the future is used. The English sentence, 'I am going to Lome tomorrow' would be rendered in Kabiye as Mowoki Lima ce, if the speaker has gone often to Lome, but as Manga woba Lima ce, if the speaker is going there for the first time. The appropriate forms for kawu (which is only used for future reference) are as follows:

màngà	+	infinitive	qìkà	+	infinitive
ngà	+	infinitive	ékà	+	infinitive
èkà	+	infinitive	pàkà	+	infinitive

VOCABULARY

lidiye	hawu	kpayu
kpɪtaw, kpɪtan	katuu	cosuu
kpaca, kpacanaa	qɔkuu	pozuu
posu	wobu	kizuu
fɔy, fɔsi	hayuu	hinuu
taksi, taksinaa	lim luwu	tisuu
kuduyu, kuduyun	ɔaɔuu	sɪnuu
lɔkɔ, lɔkɔnaa	ɲinuu	kaluu
fɛɔu dɛ, fɛɔaa dɛ	mawu	mabu
fɛɔu, fɛɔaa	tiyuu	wayɪ cayu
lim	tizuu	tɪɛ
takayay, takayisi	sewu lon	camɪɛ
	suwu	wayɪ

13E.1 Transformation Drill. Change the following sentences to the imperative.

Example: Nɔaɔuum. > ɔaɔim.

1. ɲhaym lidiye.
2. ɲkatuum kpɪtan tɪɛ.
3. ɲqɔkuu kpaca kunɪɔ.
4. ɲwokina wɔndu tunɪɔ posu.
5. ɲhayuu fɔy.
6. Mbɛduu ɲɛtaksi.
7. Mmawu mɔɲguduyu.
8. Nluwu lim lɔkɔ daa.
9. Nɲinuu sukuli pia kɪfama.
10. ɲwoki tɛtu daa kpɪtan tɪɛ.
11. ɲwokinam fɛɔaa dɛ.
12. Mmuuyuu.
13. Nɲaki pana.

14. Ndizuu.
15. Nzewu loŋ.
16. Nziquu.

13E.2 Transformation Drill. Change the following imperatives to the plural.

Example: Maa > ξmaa

- | | |
|----------------|-----------------|
| 1. suw | 8. tee wundu |
| 2. se | 9. kalı takayay |
| 3. tızı | 10. ñay pana |
| 4. pısl | 11. cosi |
| 5. sıŋ | 12. pozl |
| 6. kpay'puniyo | 13. kizi |
| 7. tiyina Lima | 14. tisi |
| | 15. hını |

13E.3 Transformation Drill. Change the following sentences to the subjunctive.

Example: Ewoki sukuli. > Pıwez se ewolo sukuli.

- | | |
|------------------------------|-----------------------|
| 1. Ewoba sukuli. | 9. Nñay pana halı. |
| 2. Toi kŋ qıya. | 10. Pıdon camıye. |
| 3. Bıkŋna lım. | 11. Pakıla tɔɔwu ñıl. |
| 4. Nñaki pana halı. | 12. ξcay wayı. |
| 5. Nakaa lakı tumıye sakıye. | 13. Pamabal. |
| 6. Pıdɔma camıye. | 14. Pamakıl. |
| 7. Pañinalı lidiye naqıyl. | 15. Pete wundu. |
| 8. Pakılɔu tɔɔwu ñıl. | 16. Ndizuu tɔɔnay. |

13E.4 Transformation Drill. Change the sentences in 13E.1 and 13E.3 to the future.

- 13.3 NEGATION. The usual mark of negation in the verb is -ta- (-da-).
- 13.4 IN THE IMPERATIVE, negation is shown by placing tàà before the verb and changing the tones of the stem. How each stem changes can be seen by comparing the affirmative imperatives in Lesson Eleven with the negative imperatives here.
- 13.5 IN THE PRESENT, negation is shown by doubling of the vowel (or nasal) of the subject prefix and changing the tone. As a general rule, high tone appears near the end of the word in negative present. The prefixes for negation in the present are exactly the same as those used in the past perfect discussed in Lesson Twelve.
- 13.6 IN THE PAST TENSE, the negative uses the same stem as the imperative-subjunctive but there is no vowel harmony in the subject prefix and the negative prefix in the negative past. In the negative imperative-subjunctive, vowels of the subject prefix and negative prefix are in harmony with the stem.

NEGATION

	IMPERATIVE*	PRESENT	PAST	IMPERATIVE-SUBJUNCTIVE
I	tàà líl don't go out	mààlìwú	màndàlíl	mèndlílíl
	tàà kú don't kill	mààkúwù	màndàkú	mòndùkú
II	tàà wólò don't go	mààwòkí	màndàwólò	mòndòwólò
	tàà tñ don't go down	mààtíkí	màndàtíl	mèndètíl
	tàà sí don't die	mààsìkí	màndàsí	mèndìsí
	tàà séy don't set aside	mààsèkú	màndùséy	mènèséy
	tàà cāy don't sit down	mààcàkí	màndàcāy	màndàcāy

NEGATION

	IMPERATIVE*	PRESENT	PAST	IMPERATIVE-SUBJUNCTIVE
III	tàà kǒǒ don't come	mààkǒǒ	màndàkǒǒ	mǒndǒkǒǒ
	tàà té don't finish	mààtéǒ	màndaté	mǐndǐté
IV	tàà tǒlí don't fall	mààtǒlǒ	màndàtǒlí	mǒndǒtǒlí
	tàà pǎylǐ don't grow	mààpǎylǒ	màndàpǎylǐ	mǐndǐpǎylǐ
	tàà sóbì don't squat	mààsóbǒ	màndàsóbì	mǒndòsóbì
V	tàà wóná don't send	mààwòkíná	màndàwóná	mǒndòwóná

13.7 IN THE PRESENT CONTINUOUS, negation is indicated by the insertion of the negative marker in qǐyǎnǎu/qǎyǎnǎ, mǐndǐqǐyǎnǎ ñdǐ qǐyǎnǎ, ètǐqǐyǎnǎ líwú, 'I, you, he/she is not going out' or màndà-qǎyǎnǎ, ñdàqǎyǎnǎ, ètàqǎyǎnǎ líwú, 'I, you, he/she is not going out.' Negation of the past perfect is indicated by the addition of a high-tone -ǎ- before the stem: màndàákú, 'I had not gone out.'

13.8 IN THE PAST CONTINUOUS, negation is shown by the subject prefix plus -tV- negation marker plus the present tense stem. Vowels of the subject prefix and negation marker are in harmony with the stem. The tones on the stem may change. Here is an example: mǐndǐlíwù, 'I was not going out,' ñdǐlíwù, 'you were not going out,' ètǐlíwù, 'he/she was not going out.'

*Negation of the infinitive takes place in the main verb. Líwú wè qǎw 'going out is fun,' Líwú fǐí qǎw, 'Not going out is fun' or 'Going out is no fun.' To clear up the ambiguity of the previous sentence, it would be rephrased as 'staying home is fun.'

13.9 THE FUTURE is negated by placing the negation marker in the verb kawù, 'to be about to.' For example: mèndìkà líwú, ndìkà líwù, ètìkà líwú, 'I, you, he/she will not go out.'

13.10 NEVER. 'Never' is expressed by placing the word pílí at the end of a sentence containing a negated verb.



8. ξyaluu ehalu.
9. Lidiye wem kedeqay.
10. Alawatu qoqo ke lidiye.
11. Phil yodduu Ahuna tom.
12. Chloe wena pinzi nasitozo.
13. Sheila ñinuu etoonay.
14. Tɔɪ suwu kpaŋ.

13.E6 Transformation Drill. Change these negative sentences to affirmative sentences.

Example: John eelaki tumiye. > John laki tumiye.

1. ξdesuwu loodiye ewolo Kayay.
2. ξelaki tumiye Mangu.
3. Pedebedi loodiye ne Lanheziiye Soolim Tumiye Laqu.
4. Podowolo Chef Cir colɔ.
5. ξdaañay pana se ewoki Lima.
6. Lanheziiye Soolim Tumiye Laqu tɛheyi ñeyiyu.
7. ξdelu qiya lon.
8. Chef Cir tɛboziwe natuyu.
9. Koloŋa totoli.
10. Efelu tocosi kpaagba.
11. Sulum eewewu lelen.
12. ξdanai wiqi.
13. Afa eniyɔ eekay wewu.
14. Minisi eemuwul.

-
15. Paatɔki mɪsi pɪli.
 16. Mɪla tawaaki.
 17. ʒtakaluu takayay.
 18. Saya ʒɛbɪzuu lɪm yawu.
 19. Kpakpasɪ tɔɔɔɔli lɪm yawu.
 20. Maadɛwu.



13E.7 Activities.

1. Listen for negatives in the speech of Kabiye friends. Make a note of four or five instances. Report these to your classmates.
2. Write the Ten Commandments in Kabiye. Use the imperative-subjunctive. Ask your teacher to help you with unfamiliar words.
3. Tell a story about something that happened to you. Remember to use the imperative-subjunctive.
4. When listening to Kabiyes talking, try this exercise: every time you hear an affirmative, try to think of its negative. Every time you hear a negative, try to think of the affirmative.

13E.8 Written Summary Exercises.

- A. Guided Answer Exercise. Write a response using the past tense and the imperative-subjunctive. Follow the model and start each sentence with "Toi...né (I) ..."

Example: ξhaya fɔy >

Toi haya fɔy dɛdɛwayɪ nɛ mahayɪ fɔy dɛdɛ.

1. ξtowa kaabu.
2. ξdɛ Lima.
3. ξsuw taksi.
4. ξyaba mangu.
5. ξno tukudu.
6. ξwoba kiyaku daa.
7. ξwoba poqoo lewa daa.
8. ξdokoo lon.
9. ξpɛda sita kpokpo.
10. ξñãa pana se ecosi.

- B. Translation Exercise. Translate the following sentences into Kabiye.

1. They didn't go to the market.
2. Don't let them eat that food.
3. He shouldn't drink chokoutou.
4. Don't stop!
5. Give him money, but don't let him go.
6. You shouldn't send money by mail.
7. Don't buy any 100-franc stamps.
8. That pig didn't die, but it became very sick.
9. They're not ploughing the field.
10. Who didn't eat his food?

LESSON FOURTEEN

WƏWƏ 'to be at' - KƏWƏ - 'to be'

WƏNAƏ 'to have' - 'THERE IS, THERE ARE'

- 14.1 WƏWƏ AND KƏWƏ. Kabiye uses two forms of what in English is the verb 'to be'. Wəwu has the meaning 'to be at, in,' referring to the location of something, while kəwu, 'to be,' refers to status. Compare these two sentences:

Mahalu kə wiliyu.
My wife is a teacher.

Mahalu wə tumiyə daa.
My wife is at work.

Wəwu is also used with ezi, 'like':

Abalu eniyə ewe ezi afa.
That man is like a pig.

	PRESENT	PAST	IMPERATIVE-SUBJUNCTIVE	FUTURE
WƏWU 'to be at, in'	məwə ḡwə əwə qiwə əwə pəwə	màawə ḡḡwə əəwə qīiwə ēəwə pāawə	méwéè ḡwéè éwéè qíwéè éwéè péwéè	māḡā wəwù ḡḡā wəwù əḡā wəwù qīḡā wəwù éḡā wəwù pāḡā wəwù
Affirmative				
Negative	məmféì m̄féì èféì qìféì éféì pèféì	màndāféì ṇdāféì ètāféì qītāféì étāféì pātāféì	māndāwéè ṇdāwéè étāwéè qītāwéè étāwéè pātāwéè	mèndìḡā wəwù ṇdìḡā wəwù ètìḡā wəwù qītìḡā wəwù étìḡā wəwù pètìḡā wəwù

Note that wəwù has the additional meaning 'to live.'

	PRESENT	PAST	IMPERATIVE-SUBJUNCTIVE	FUTURE
kéwù 'to be'	mèngé ngé èké	mààké hngé èéké	méngé ngé éké	màngá kéwù ngá kéwù èká kéwù
Affirmative	qíké éké pèké	qìíké èéké pààké	qíké éké péké	qìká kéwù éká kéwù pàká kéwù
Negative	mèndèkè ndèkè ètèkè qitèkè étéké pètèkè	màndàkè ndàkè ètàkè qitàkè ètàké pàtàkè	màndàkè ndàkè ètàkè qitakè ètakè pàtakè	mèndìká kéwù ndìká kéwù ètìká kéwù qitìká kéwù ètìká kéwù pètìká kéwù

Note the tone changes of the second person plural forms, especially the present and past negatives. The imperative forms for these verbs are wèè, tàa wèè, kè and tàa kè (affirmative and negative for each). The present continuous is identical in form to the present for each of these two verbs. The forms of the past perfect and the past continuous are the same as the past. When there is a noun subject in the past tense, kèwè and kèké are used.

- 14.2 WÉNÀÀ. The verb 'to have' is derived from the verb wéwù, 'to be,' and therefore its forms are simply the wéwù forms plus -nà (with low tone) for everything except the simple present and past tenses, which add -ná (with high tone). Thus 'I am' is mèwè, 'I have' is mèwènà, 'you (plural) weren't' is étàféí, 'you (plural) didn't have' is étàféínà.

14.3 'THERE IS, THERE ARE.' The expressions for English 'there is, there are' in Kabiye involve the use of *kéwú* or *wéwù*, which refer to status or location, plus *-nà* (with *kéwú*) or *-nà* (with *wéwù*). These sentences show how the English phrases are stated in Kabiye.

- A1. *xyaa natozo wena daŋ daa.*
It is three people who are in the room.
2. *xyaa natozo we daŋ daa.*
Three people are in the room.
- B1. *xyaa natozo kena doŋtinaa.*
It is three people who are strong.
2. *xyaa natozo ke doŋtinaa.*
Three people are strong.

Sentences A1 and B1 correspond to English. 'There are three people in this room' and 'There are three strong people.'



VOCABULARY

ñanay, ñanzi	lɔɔɔɔɔɔɔɔ, lɔɔɔɔ
halu, halaa	toko, tokonaa
kɔpu, kɔpunaa	hulay, hulasi
ɛyu, ɛyaa	tiŋ, tiŋ
walu, walaa	hayu, hatu
tabli, tablinaa	nakaw, nakan
mangu, mangunaa	kpakpayay, kpakpasɪ
haɔu, haɔaa	asuluma
tukudu	pɔɔ, pɔɔɪ
kpayay, kpasɪ	ahɔya
kinamiye	pɛw, pɛŋ
kuduyu, kuduyun	wiliyu, wiliyaa
mutu	milu, milaa
	pua, pia

14E.1 Replacement - Translation Drill. Replace the English word(s) in parentheses by the correct form of Kabiye wewu or kewu.

Example: Mawalu (was) wiliyu. > Mawalu kɛkɛ wiliyu.

1. Kɔpu (should have been) tabli yɔɔ.
2. (I was) Lima.
3. (They are) wiliyaa.
4. ɛwalu (should be) ɔɔŋ.
5. Mangu (is) kɪkpɛduw.
6. Tukudu (was) pɛw daa.
7. Abalu ɛnu (will be) haɔu.
8. Lɔɔɔɔɔɔɔɔ ɔɔɔɔɔɔɔɔ (is) kɪfaɔɔɔ.
9. Lɔɔɔɔɔɔɔɔ ɔɔɔɔɔɔɔɔ (is) Kayay.
10. Haɔu ɛɔɔɔɔɔɔ (was) milu.

14E.2 Transformation Drill. Change the following sentences from the present tense to the past tense.

Example: John wena halu. > John kewena halu.

1. Halaa mbayo pewena pia hiw ne nasinza.
2. Diwena kpasɪ nasile.
3. Mewena toko.
4. Tɔɪ wena hulay.
5. Tin wena hatu.
6. Wiyaw wena kinamiye.
7. ηwena pia nasinza.
8. Pewena kuduyu sɔsɔw.
9. Pia wena sukuli takayisi.
10. Deegbele wena hayim cikpem.

14E.3 Transformation Drill. Change the sentences in 14E.2 into the imperative-subjunctive.

14E.4 Transformation Drill. Change the sentences in 14E.2 into the future.

14E.5 Transformation Drill. Change the following sentences to the 'there are' form.

Example: Pia nasitozo we sukuli daa. >
Pia nasitozo wena sukuli daa.

1. Ahoya we manatangbalaa yɔɔ.
2. Lima we tew sakiye.
3. Nakan we kuduyu ngu kooda.
4. Tukudu nakuyu we pew ηguɔɔ kooda.
5. Kpakpasɪ we pɔɔ ŋga kooda.
6. Halaa kitobiyaa we qɪya daa.
7. Asuluma we mondoko yɔɔ.
8. Mutu we ñanay daa.

14E.6 Activities.

1. Take turns making up sentences with *wewu* and *kewu*. The rules are: any sentence which uses both the same tense and the same subject prefix as that of the person having the previous turn does not qualify. Your teacher can write the sentences on the blackboard.
2. Using the 'there is, there are' form, describe as much as you can about the contents of the classroom.
3. Make up a short talk about things you have in Togo, things you had in the United States, and things you will have when you return. Exploit the various forms of *wenau* to do this.



14E.7 Written Summary Exercises.

Translation. Translate the following sentences from English to Kabiye.

1. I had two dogs last year, but now I have only one.
2. There are more people in the room.
3. Most farmers are strong.
4. At work there have been several women.
5. I'm a doctor now, but I used to be a student.
6. I won't be in New York next year.
7. I was there three years ago.
8. I haven't been there many times.
9. My wife was an English teacher when she was in Togo.
10. Many Peace Corps volunteers live in Lome.
11. I didn't live there when I was a Peace Corps volunteer.
12. Their house was small, but now it's big.
13. There is much flooding during the rainy season.
14. Why don't we have any money?
15. Why isn't there more time for work?

LESSON FIFTEEN
DETERMINERS Yɔ AND ɛlɛ
CONJUNCTIONS

- 15.1 DETERMINERS Yɔ AND ɛlɛ.^{*} The purpose of the determiners yɔ and ɛlɛ is to mark off sections of a sentence as parenthetical. They serve to isolate an explanation, an expansion, or a certain circumstance. They may also make part of a sentence more specific. They play many different roles and they are very important components of Kabiye grammar. They are often paired with other words.

It is difficult to translate these particles into English, but when used alone or together with other words, ɛlɛ has a disjunctive meaning and yɔ usually indicates a connection or relationship.

- 15.2 ɛlɛ ALONE. ɛlɛ, but not yɔ, may appear as a conjunction. It means 'but.' For example:

Mowoba Washington, ɛlɛ mandana Jimmy Carter.
I went to Washington, but I didn't see Jimmy Carter.

- 15.3 CONDITIONALS AND TEMPORALS. When used as particles at the end of phrases, yɔ and ɛlɛ refer to a condition or to time. For example:

Mòhǎmǎ yɔ, màyákìh tòkò.
If I come, I will buy you a dress.

Mòhǎmǎ lɛ, màyábìh tòkò.
When I come, I will buy you a dress.

Note that verb forms associated with yɔ and ɛlɛ in such sentences may vary.

^{*}This discussion and several of the examples are based on DeLord, J., 1976, Le Kabiye, page 343 ff.

15.4 NOUN/PRONOUN SPECIFIERS. Following a noun or pronoun, *yo* and *εε* are used to specify what is referred to as known or unknown to the hearer. For example:

ma εε
It's me
(the one you don't know)

ma γο
It's me
(your pal)

wiyau εε
Here's the chief
(but you don't know him)

wiyau γο
Here's the chief
(you know)

15.5 SUBJECT EMPHASIS. *γο* and *εε* may be used to emphasize an attitude toward the subject. *γο* expresses agreement with the subject while *εε* expresses opposition.

Wiyau εε, εδοη se...
The chief (whom I don't like), he says that...

Wiyau γο, εδοη se...
The chief (with whom I agree), he says that...

15.6 DEMONSTRATIVES. These are discussed in Lesson Four.

15.7 RELATIVE PRONOUNS. Relative pronouns usually consist of two parts, the relative itself (shown in the lessons on different noun classes), which is at the beginning of the phrase, and the particle *γο* or *εε*, which is at the end of the phrase. The *γο* at the end of the phrase does not change the meaning, but the *εε* adds a time aspect.

Yoyaa mba pawaba lalaa γο, κκδκκ νιωε.
The soldiers who beat the others chased them.

Yoyaa mba pawaba lalaa εε, κκδκκ νιωε.
The soldiers, when they beat the others, chased them.



VOCABULARY

wiyaw, awiya	misi
yoyu, yoyaa	toko, tokonaa
Lima	fɛɛwu, fɛɛŋ
kponu	wiliyu, wiliyaa
lidiye	potu
lɔɔɔɔɔɔ sɔsɔɔɔɔ, lɔɔɔ sɔsɔna	koye, koo
tɔɔnay, tɔɔnasi	dzini
tɛw	naalim
petu	koloŋa, kolonzi
ŋɛyɛyu, ŋɛyɛyaa	kadayay
maw, maŋ	agu, ayunaa
abalubua, abalubia	ŋiyyu kinaŋuu

15E.1 Transformation Drill. Change sentences using *yo* to sentences using *ελε* and vice versa. Be sure to adjust verb tenses accordingly.

Example: Mandaluu Lima ya mowoki kpɔnu yabu. >

Mandaluu Lima ele mowoki kpɔnu yabu.

- [illegible]

10. Yee nɔɔyɛ ɛkoma yɔ heyii se mɛmfɛɪ dɪyɛ.
11. Pɛdɪkɪ faadɛ nɔɔɔ ɛɛ ɲɔtu pazuu.
12. Nɲɪwu piciyduu ɛɛ nyaa fulasitinaa.
13. Yee pɔtu ɛɲasan yɔ du kɔyɛ.
14. Yee mowoba Kayay yɔ mɛngbɛɛkɛuu Kabɪyɛ.

15E.2 Integration Drill. Join these sentences using the appropriate relative pronouns.

Example: Halu sɔba mɪsɪ. Mɪsɪ kɛwɛ kudzɔɲ dɛɛ. >
 Halu sɔba mɪsɪ nɪ sɪwɛ kudzɔɲ dɛɛ yɔ.

1. Maw kɛwɛ ɲanay daa. Maw kɛwɛ dɛw.
2. Nakaa kɛ wɪɪyɛ. Nakaa kɛ mɛmbɛɪɔ.
3. Adu pɛtu lɔkɔ daa. Lɔkɔ wɛ dɔtay yɔɔ.
4. Pia waaka naalɪm. Naalɪm kɛwɛ ɲan.
5. Abalu pia woba sukuli. Sukuli wɛ Yaydɛ.
6. Akpadɪyɛ suw dɔɲ daa. Akpadɪyɛ ɛnu ɛɲɔwu tebewu.
7. Tumɪyɛ laɔaa dɛwa. Tumɪyɛ laɔaa kɛkɛ Ahuna mba.
8. Numaw pama ɛsa nɛ tɛtu. Tɛtu kɛwɛ poluɲ.
9. Kolɔɲa tolɛ. Paacaya kolɔɲa yɔɔ.
10. ɲɪyɛtu kɪnanɪɲ tiluu dɔɲ. Tiluu lɪna hadɛ kɪɲ.
11. Agu suw ehiwa dɛɛ. Agu tɔwa mutu kɪbɪndu.
12. ɛdɪza kadayay. Kadayay lɪna kɪyaku daa.

- 15.8 CONJUNCTIONS. The list which follows shows the principal Kabiye conjunctions and their most common English equivalents. You should be aware that actual usage is quite complicated and that this list should serve merely as an introduction. As a general rule, the conjunction is placed between the two segments it connects, just as in English, but in terms of intonation, it belongs with the preceding segment.

ne	and
mbu puyɔɔ	that's why
yaa	or
mbu puyɔɔ yɔ	because
ɛɛ	then, but
yee...yɔ	if
tɛ	anyway, so
lɛ	when
ngu	although
paa	even if
piyele	but (except)
ɛzi	like, for example
se	that

ɛɛ means 'then' when it is used in the context of time, and 'but' when one phrase or sentence is contrasted with another.

Tɛ generally precedes one sentence which is the result or the consequence of another.

Piyele means 'but' in the sense of 'except,' where someone or something is excluded:

Eheya paa wei, piyele etaheyim.
He told everyone, but he didn't tell me.

Yɔ alone may be used for the conditional 'if,' as is noted in 15.3. It may also be combined with yee. The conditional clause is sandwiched between yee and yɔ:

Yee mowoba yɔ, ...
If I go,...

Lɛ follows the sentence it qualifies:

Mowoki lɛ, ...
When I go, ...

Se is much broader in function than English 'that.' It is used in many places to introduce a clause which in English would require an infinitive:

Mandzay se ndεε.
I want that you go (literally)
I want you to go.

The subjunctive is required not only after cawu 'want,' but also after pɔzɔɔ, 'ask' request.' It is also used in the sense of 'whether, if:'

Mandzaa se ηwolo nna se εkɔma.
I want that you go you see that he is back
I want you to go see if he is back.



VOCABULARY

pisuu	wewu	kɔm
kewu	yabu	waakuu
wabu	mawu	qɔɔɔuu
tew nɪwu	taluu	qɔwu
suwu	hiwu	nawu
kuyuu	wobu	tɔɔwu
heyuu	kowu	ñɪnuu
pɪdaa nɪwu	kɔnau	tɪquu
ñeyuu	ɪwu	qɪyɪ
cɔquu	pazuu	cɔnau
ñasuu	cayɪ	qɔkɪuu
qazuu	yawu	pɪzɪuu
suwu	daŋɪuu	sɔbu
tɔm	payɪuu	kaluu

15E.3 Sentence Completion. Make up the remainder of the following sentences, fitting it to the conjunction.

Example: Nakaa suw tay γαα ne >

Nakaa suw tay yכך נε etizi maw.

1. Monگویو Lima, εε ...
2. ... εε mandana tɔɔnɔy.
3. Yee ... ɔɔ, mayaki tumiye wɔndu.
4. ngu ..., mandana wiyaw.
5. Mbu puyɔɔ ɔɔ ..., pañay pana se pasuw sukuli daa.
6. Paa ..., Tɔɔ εεlaki tumiye lɔkɔ ngu kuɔɔɔ.
7. Chef Cir laba εɔɔ
8. ηwoki kiyaku daa yaa; ...
9. Manaa se ...
10. Mandzay se mana se...
11. ξfεɔ peeɔe, tε...
12. Kalimaw tokoo, mbu puyɔɔ mεɔɔwa, εε

13. Lanheziye sɔɔlim tumiye laɔu laki tumiye Kayay yaa ...
14. Yee ... ɔɔ, ɔitɔki.
15. ɛyaa tiɛɛ liwa piyele ...
16. ... ɛɛ ɔimayzi se ɔiwolo fɛɔaa dɛ.
17. Panɪ pɪdaa se ... ɔitiɛɛ.
18. Panaa se ... mambisuu hayim daa.
19. ... ɔɔ kolu luki kifalu.
20. ngu ... ɛɔɔkɔɔ ɔɔɔɔ.

15E.4 Integration Drill. Combine the following sentences, using an appropriate conjunction.

Example: Henry ɔɔɔa laɔɔa ɔisɛɛɛɛ. Mandzaya ɔiɛɛ. >
Henry ɔɔɔa laɔɔa ɔisɛɛɛɛ piyele mandzaya ɔiɛɛ.

1. Tɔɪ pɪzɔɔ ewolo fɛɔu ɔɔɔɔ. Tɔɪ pɪzɔɔ ɛɔɔɔ.
2. Etienne woba ɔokotu. Pɪɪwɪwɪ.
3. Steve woba ɔokotu. Pɪɪwɪwɪ.
4. Nakaa kay mutu sawu. Mulum tɔɔɔɔ.
5. Asibi tɔwa tɔɔɔay kɪɛkɛɔɔɔ. ɛhɪna kudɔɔ.
6. Sɔɔɔɔɔɔ fɛɛ poluɔ nɛ ɔina. ɔibizuu ɔiɔɔ.
7. Suwe nɛ ɔwoki peeɔɔ. Pɪfɛɛ se ɔwolo.
8. Mɪla ɔazuu hayim daa. ɔidɛɛɛɛɛ.
9. Pɪwɛɛ se ɔima sukuli ngu lɛɛɛɔ. ɔidzay se ɔite lon.
10. ɔidaluu Acangbade. ɔitɔki tɔɔɔay.

11. Wiyaw paylaa. Ʒkiluu tɔwuu.
12. Ɖetɪŋɛ ɔiwoba. Nakaa caya.
13. Kadzalay lɛ ɔiwoba lewa daa. Ɖiwolo sulum faaqɛ daa.
14. Kpelay wɛ kulɔmu daa. Kɛbelaa.
15. Muɔɛ ɔɪɪɪɔ ɔɪɔaŋlaa. Ɖɪkaluu fɛɪ ɔoŋ.
16. Cɔyu talaa. Ʒɔɛ loŋ.
17. Padzay se paha Tɔɪ buɔs. Ʒdzay se ɛkɛ fɛɔu.
18. Ʒfɛɪna alawatu. Ewoki kilɛmɪŋ ɔɪwɪɪɪɛ.
19. Pɔɔɔŋam kpikpi. Menzewa.
20. Ɖɪɪyeki wiɔɪ. Mɪɔoɔo eyele.



15E.5 Activities.

1. For each of the pairs of sentences in 15E.4, try to think of a conjunction which was not used but would also fit.
2. Scrambled Sentences. Using some of the sentences you made up for 15E.3, write the words from these sentences in random order on the blackboard. With your teacher's help, unscramble the sentences.
3. Make up sentences using conjunctions. Each student should use a different conjunction until all the conjunctions have been used.
4. Listen to Kabiye conversations. Make a note of four or five sentences which you hear which contain conjunctions. Try to reconstruct the sentences and tell the rest of the class what you heard.



15E.6 Written Summary Exercises.

Translation. Translate each of the following sentences into Kabiye.

1. I'm going, although I have no money.
2. They all went except me.
3. His wife went back to her father because he beat her.
4. I'll cross the river and go into Lama Kara.
5. Even if the teacher quits, someone will be able to teach.
6. I'll work on my house, or I'll let them do it.
7. If she gets work, she will have enough money.
8. They want to meet people, like you do.
9. When they fix my motorcycle, I can go to the farm.
10. Those volunteers think that the school needs repairs.
11. I believe that that pot is broken.
12. Although the church had the materials, they didn't build the school.
13. Even if the pot breaks, we'll buy another one.
14. You should go to the doctor or you should take your medicine.
15. Take these photos to the compound, even if you have to go on foot.
16. When you get the train at Blitta, you can take this.
17. If you don't see me, it means that I've left.
18. They really look young, even though they're old.
19. That's why you should do it.
20. Come back here or stay there.

English 'which' as in 'which person, which dog' is the same as the Kabiye relative pronoun (see lessons on noun class) which corresponds to the noun class of the noun modified.

ɛzɪma, 'how, how many,' follows the noun it modifies.

QUESTION WORDS

ani, a-	who
mba, mba-	who (plural)
ɛbe, suwe, we	what
ɔoye	when
alawatu ndu	at what time
le	where
suwe	why
ɛzɪma	how many
ɛbe yɔɔ	why



VOCABULARY

abalu, abalaa	nandu
hayim, hayim	caqay, caqasi
loqo	tabli, tablinaa
wisi	tanaŋ, tanamin
wisi daa	tanaŋ dɛɛ
alawatu	sandaw, sandan
Lanheziye Soolim Tumiyɛ Laqu	hulay, hulasi
yuw, yun	kudɔndu, kudɔndinaa
kpakpayay, kpakpasi	kimɛɛŋ, kimɛɛmin
	nonɔ, nonɔsi

16E.1 Substitution Drill. Substitute the following words at the appropriate place in this sentence.

Basic Sentence: Alawatu ndu palaba?

- | | |
|------------|----------------|
| 1. ɛbɛ yoo | 4. ɛbɛ yɔɔ |
| 2. qoyɛ | 5. lɛ |
| 3. lɛ | 6. alawatu ndu |

16E.2 Substitution Drill. Substitute the following words at the appropriate place in the sentence.

Basic Sentence: Asewa ewolo hayim daa?

- | | |
|---------------|---------------|
| 1. ɛbɛ | 4. nai |
| 2. mbaa | 5. ɛyaa ɛzima |
| 3. ɛyaa ɛzima | 6. mbaa |

16E.3 Substitution Drill. Substitute each word below for a word (or words) in the sentence. Before going on to the next word, replace the word which has been removed.

Basic sentence: Abalaa loḡo mba pɛwɛ hayim daa yɔ̃ paku yuŋ wɪsɪ daa mbu puyɔ̃ yɔ̃ yuŋ tɔkay samila.

- | | |
|----------------|---------------|
| 1. mbaa | 4. suwe |
| 2. le | 5. ɛbɛ |
| 3. alawatu ndu | 6. ɛyaa ɛzima |
| | 7. ɛzima |

16E.4 Substitution Drill. Follow the instructions for the preceding drill.

Basic Sentence: Laŋheziye Soḡlim Tumiyɛ Laḡaa suw taksi pɛpɪsɪ Lima dɛdɛ.

- | | |
|--------|----------|
| 1. mba | 3. ɛzima |
| 2. le | 4. dɔye |

16E.5 Substitution Drill. Follow the instructions for 16E.4.

Basic Sentence: Caḡasɪ nzi siwɛ tablɪ yɔ̃ tanan kuna yɔ̃ sitɔlaa mbu puyɔ̃ yɔ̃ siwɛ ŋgbɛdɛ.

- | | |
|----------------|---------|
| 1. alawatu ndu | 3. le |
| 2. ɛbɛ | 4. suwe |

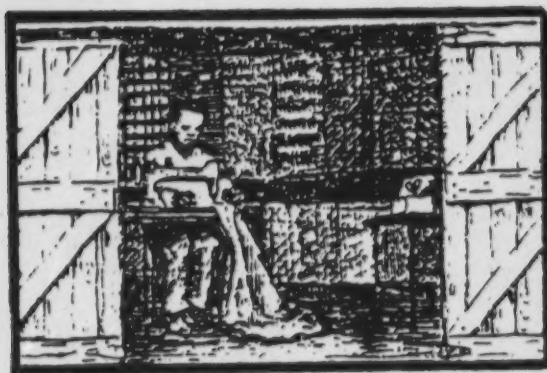
16.3 TONE AND INTONATION. Yes-no questions (questions which can be answered 'yes' or 'no') are usually asked by changing tone and intonation. To change a statement to a question, the final syllable of the sentence should fall slowly and the last one or two syllables should be lengthened. To do this well requires practice.

Either-or questions also require a tone change, but in these, the tone change is on 'or.' If yaa is high-toned, the sentence is a question. If yaa is low-toned, the sentence is a statement. Compare these sentences.

Nzɔɔla kpakpasɪ yaa nandu?
Do you like fish or meat?

Nzɔɔla kpakpasɪ yaa nandu.
You like fish or meat.

The first sentence may be accompanied by the tone and intonation change associated with questions mentioned above, but it need not be.



VOCABULARY

fɛdɔ, fɛdaa
 dɛwa, dɛsi
 tɪŋ, tɪŋ
 naalɪm
 nɔ, naŋ
 toko, tokonaa
 filiki, filikinaa
 sigadɛtu

caa, caanaa
 dɔo, dɔonaa
 sukuli, sukulinaa
 abalubua, abalubia
 halubua, halubia
 peeɖe
 mɪsɪ
 ŋɪtu
 haku, hakun

16E.6 Tone Practice. Say these sentences as questions or statements.
 Ask your teacher to tell you if what you intend is what is understood.

1. Mbizuu nnɪɪ ndu mɔyɔɔɔuu yɔ (?)
2. Mowoki fɛdɔ cɔɔɔ (?)
3. Dɛwa ɪɪ tɪŋ pilɪŋa yɔɔ kɔtɔɪ (?)
4. Tɔɪ woba Kayay (?)
5. Pama sukuli lɔŋ (?)
6. Nɔ enu ɛfɛɪna naalɪm (?)
7. Monzu toko kɪfalu ŋgu (?)
8. ŋgɔŋna filikinaa yaa somtu (?)
9. Ŋa yaa malakina (?)
10. Amedɪkatu yaa Kabɪyɛtu bizuu ɛsuw ɪɔɔɔɪyɛ daa (?)
11. Sigadɛtu tunɪyɔ tuge Fadansɪyɛ yaa Anglɪɪsɪ (?)
12. Yee dɪwoba yɔ dɪbizuu dɪkpɪy ɪɔɔɔɪyɛ yaa kpokpo (?)
13. Abalu pua yaa halu pua pɪzuu katinɔu (?)
14. ɛdzaa yaa ɛdɔo sɪbɪna (?)
15. Pɪwɛɛ se dɪŋay pana nɛ dɪtalɪ peeɖe yaa dɪtɛzɪ yebu (?)

16.4 QUESTION PARTICLES. Statements can be converted to yes-no questions by the addition of question particles at the end of the sentence. A question which uses these particles is called a tag question. These are like English sentences of this kind: "You came yesterday, didn't you? You're Togolese, aren't you?" etc.

Nà, èè and yāā(wé), are roughly synonymous. èè is more likely to be heard in the speech of older people.

Related to these is nî, but this particle is generally used to indicate a rhetorical question, one with which the speaker expects certain agreement.



VOCABULARY

sibu
suwu
wobu
kpayu
taluu
tiŋuu

kom
suwu
labu
mawu
wewu
suwu
sewu

kewu
ɔaŋluu
hutuu
tizuu
kpem
suyuu
lidiye wewu

16E.7 Sentence Formation. Convert the following sentences from statements to tag questions.

Example: Mambizuu mala. > Mambizuu mala yaawe.

1. Ɖatiŋe ɔiwoki.
2. Sulum we ɔiya.
3. Pɔy suwu.
4. Tɛw niwu ɔoŋ.
5. Ɖoo yuwu.
6. Nam sewu loŋ.
7. Tiŋ, kuniyo kiɔaŋlaa.
8. Peŋiŋuu kɔye.
9. Nɔɔɔ daa we asuluma.
10. Chef Cɪr ke ŋimdu.

- 16.5 WITH. English 'with' is expressed in a variety of ways in Kabiye. In form, it is exactly the same as 'and': *ne*. To express accompaniment *ne* is always used, but with a word order different from English:

ξ ne Kpaca powoba kiyaku.
He and Kpaca they went to the market.

He went to the market with Kpaca.

When the word following *ne* does not refer to a human, the word order is closer to English:

ξtɔwa mutu ne mana qozi.
He ate porridge with okra sauce.

When an instrument is involved, *ne* may be used:

ξmaba abalu ne hama.
He hit the man with a hammer.

or it may be omitted. If *ne* is omitted, care must be taken to observe the correct word order:

Elu hama abalu
He hit hammer man

He hit the man with a hammer.

Elu daw piye
He hit stick stone

He hit the stone with a stick.

VOCABULARY

qibediye
kpalaba, kpalabanaa
niyye, niwee
tumati

mana
sanzi
dozi
mutu

cɔɔɔ, cɔɔɔnaa
wiliyu, wiliyaa
suw, suɲ
punu, pun

16E.8 Sentence Formation. Make up sentences using the sentence elements below. Make sure that verbs agree with nouns, nouns with their modifiers, etc.

Example: kpalaba/ne/abalu/mabu. > ξmaba abalu ne kpalaba.

1. sukuli/we/ne/qiwoki.
2. ŋitu/qon/ne/Tɔɪ/hayuu.
3. wonda/mawu/Bob/ne/sukuli.
4. wiliyu/Kayay/Kpacaa/woba/Bob/ne.
5. haku/Tɔɪ/hayuu/woki/hayim/ne.
6. ŋɔɔɔ/qiwolo?
7. Nakaa/misi/sandaw/ne/soba.
8. Nakaa tumati/tiza/mana/ne.
9. dozi/suw/agu/kiɔanluu/huta/tu.
10. lidiye,/abalu/kpema/pokona/le.
11. niwee/tɔki/eyaa/ne/mutu.
12. abalu/hulay/halu/qaw/qoma/ne/tu/tu.
13. sanzi/qibediye/tu/suya/tanayi/sanzi/ne.
14. qibediye/tu/suya/sanzi/tanayi/sanzi/ne/lɪm.
15. cɔɔɔ/ne/pedɛ/Kayay/pɔ/pɛ

16E.9 Activities.

1. The next time you hear a Kabiye conversation, make a mental note of questions used. Try to write down four or five of them and report them to the class. Ask the questions. Have your classmates or your teacher make up answers.
2. Make up an interview using all the different question forms used in this lesson. This interview should be with someone in the class whom you know fairly well. Interview this person in front of the rest of the class. If your classmates don't understand, they might question you or the interviewee using the question forms in this lesson.
3. Think of a noun. Ask a classmate to form a sentence using 'with' and this noun.

16E.10 Written Summary Exercise.

A. Translation Exercise. Translate the following sentences into Kabiye.

1. He didn't come with her, did he?
2. He came with her, didn't he?
3. When are we leaving?
4. Are you coming?
5. Why didn't Kpaca go to school?
6. Who is taking care of this child?
7. Are they coming or going?
8. Did you dig that hole with the hoe?
9. You dug that hole with the hoe, didn't you?
10. Who dug this hole?
11. Are you going to eat this or that?
12. Where is the post office?
13. How do I find the man with the hat?
14. At what time should I arrive?
15. You know him, don't you?

B. Rewrite Exercise. Rewrite each of the following sentences as directed.

As tag questions.

1. Pɛgɛ kɪmɛlɛmɪŋ.
2. Tɔɪ kɔma dɛdɛwayɪ Hodo wiye.
3. Jassor kpeŋ lubɛ fɛnay kaakiŋ natozo wiye.
4. Lɔɔdɪyɛ dɪnɪyɔ dɪwɛ lɪdiye.
5. Pɪwɛɛ sɛ dɪsɪna wɛ pama sukuli.

As question word questions.

6. Tɔɪ cala nɔ.
7. Pɒŋ sɛ dɛdɛ.
8. Dɪwoki Lima wɪsɪ sɪna.
9. Esuw toko kɪkpɛdu.
10. Kudondinaa sakiye wɛ fɛdɛaa dɛ.

Since 6-10 may have different answers, you will find no answers for these in the Answers to Written Exercises. Ask your teacher to correct your responses.

LESSON SEVENTEEN ADJECTIVES - CAUSATIVES

- 17.1 ADJECTIVES. What we consider 'adjectives' in English are formed in Kabiye in a number of different ways: adjectives which require noun class concord, adjectives which do not, adjectival verbs and verbal adjectives.
- 17.2 ADJECTIVES WITH CONCORD. Adjectives which require noun class concord are: *sɔsɔ-*, 'big,' *cikpɛl-*, 'small,' *kɪbɪn-*, 'old,' *kɪfɛl-*, 'new,' *kuhulum-* 'white,' *kɪkpɛd-*, 'black,' *kɪsɛm-* 'red.' Their concords are listed in Lessons Five through Ten. All these adjectives generally follow the noun they modify. In addition to these, 'other,' *lɛ-*, also requires noun class concords:

CLASS	le- other
I sg. pl.	lɛlu lɛlɛɛ
II sg. pl.	lɛɛku lɛɛŋ
III sg. pl.	lɛɛɛ lɛɛna
IV sg. pl.	lɛɛka lɛɛsi
V sg. pl.	lɛɛtu lɛɛtu
VI	lɛɛbu

17.3 ADJECTIVES WITHOUT CONCORD. These adjectives do not change in form themselves, but they are usually accompanied by another modifier which does. These require the following word order: noun, adjective, modifier, for example:

abalu don tu
man strong one

'a strong man'

The forms for this modifier are:

CLASS	SINGULAR	PLURAL
I	tu or ṭinu	tinaa or mba or ṭima
II	ṭingu	ṭiṇ
III	ṭinde	ṭina
IV	ṭinga	ṭinzi
V	ṭindu	ṭindu
VI	ṭimbu	ṭimbu

Only class I uses -tu, sometimes called the 'personifying suffix.' A selection of these adjectives without concord is in Lesson Twenty Five of the Communication and Culture Handbook. When these adjectives appear after wəwu, the marker does not appear:

abalu wə don
The man is strong.

- 17.4 ADJECTIVAL VERBS. Adjectival verbs are words which function like English adjectives but take the form of verbs in Kabiye. They require subject prefixes and tense changes like other verbs. The infinitive forms of several of these are: waluu, 'to be wide,' payluu, 'to be fat,' dazuu, 'to be rotten.' This is how they are used:

Mangunaa qazaa.
The mangoes were rotten.

Kuwalaa.
It is wide.

Abalu tapayli.
The man isn't fat.

- 17.5 VERBAL ADJECTIVES. These are adjectives which are derived from verbs. They require noun class concords, but they are rarely used. They are formed by prefixing ki-/kí- to the verb stem and adding noun class endings. Here are several examples:

lím kítizím	from	tizúù
'boiled water'		'to boil'

tòm kísòzìtù	from	sòzùù
'additional words'		'to add'



VOCABULARY

mangu, mangunaa
 habiye, haba
 daku, dakun
 loda kifana
 toko, tokonaa
 mondolo pow
 dom
 suuluu
 nawu
 kulungulu
 kulukulu
 cikpel-

kondoluu
 tiuu
 conau
 yabu
 kiwaluu
 ñii
 yun
 felan
 siku
 lon
 kidanluu
 sonay

lelele
 hee
 kibinde
 kiman
 kitobiyu
 edzam
 kibaylu
 nin kay
 kondolaa
 qazaa
 don
 tuu
 dew

17E.1 Replacement Drill. Replace each of the following adjectives with its opposite.

Example: Mana kpannu esewu lelele. > Mana kpannu esewu hee.

1. Dida ma habiye kiwalu yoo.
2. Dina! esuula daku yun ñingu.
3. Siya siku kewe tabli yoo.
4. Abalu soso toyoodi natuyu.
5. Lidiye kibinde qiniyo qifai yun.
6. Kabiye ma suwu kuduyun kiman daa.
7. Loda kifana we dew.
8. Mandzaa ke abalu kitobiyu.
9. Esuw toko kuhulumu.
10. Habiye ndi dikondolaa yo qitina law daa.
11. Fenasi nasitoo qewa le kpacaa pisi edzam.
12. Mangunaa tiye qazaa.
13. Diya daa we nin kay.
14. Abalu kibaylu eniyo eesin nabuyu.

17E.2 Expansion Drill. Expand the following sentences by adding an adjective (or two).

Example: Mana loqdiyε. > Mana loqdiyε kisεmiyε.

1. Toi pama ehulay.
2. Abalu nɔɔyɔ tɪnam εkɔɔ mende.
3. Mondzona awayɪ nε mondolo pɔw.
4. Nɔɔyɔ suw nε nɔnɔ.
5. Mεngεya siya.
6. Kolaa yɔɔda se: "εcelem miqesi."
7. Paka kɔm fεqaa dε.
8. Niti ɛdɪn habiyε qɪniyɔ.
9. Ingilisi kε kunuɲ.
10. Charlie yaba kpokpo.
11. Pacaya pɔcɔɲna lemiɲ.
12. Keyɪ pεɲ εniyɔ peeqiyɔ.
13. Ahunamba suwu kuduyun dεε.
14. Eqoo wε Lima.



174

VOCABULARY

milu, milaa
 ñeyiyu, ñeyiyaa
 sukuli, sukulinnaa
 kolona, kolonzi
 loko, lokonaa
 klass, klassnaa
 tay, tasi
 takayay, takayisi
 hama, hamanaa
 konau

hazuu
 lesuu
 hayuu
 sewu
 ñwzuu
 kpezuu
 tuw, tun
 canzi
 natangbaɗe, natangbalaa
 natangbalaa ñwziyu

17E.3 Expansion Drill. Convert these sentences to causative sentences by adding an appropriate phrase at the beginning. Try to vary the introductory phrase by using labu and yebu with and without ne and by using pronoun and noun subjects.

Example: Tɔɪ woba ñeyiyu cɔɔ. > Malaba ne Tɔɪ wolo ñeyiyu cɔɔ.

1. Mowoki sukuli.
2. Mewiwu.
3. Ẹñwza toko.
4. Charlie sinaa pama sukuli.
5. Tɔɪ huyuu loko.
6. Nakaa ɗiyna kolonzi ñwzuu.
7. Ẹdzaa yoka verre.
8. How daa mba li tay yɔɔ.
9. Abalu pua hayuu foy daa.
10. Halu pua kay sewu.
11. Pɔkɔna ɗasi.
12. Hama elabanaa.
13. Elesu takayisi.
14. Ẹñay pana se ebizi.
15. Sukuli sɔsɔw pia haza sukuli kaday daa.

17E.4 Activities.

1. Describe your classroom. Use as many 'adjective' terms as you can.
2. Bring pairs of objects which contrast in some quality to class. Or use the illustration in Lesson Twenty Five of the Communication and Culture Handbook. Show them to your classmates. The first student to say the opposing terms gets a point. The student with the most points at the end wins. Your teacher is the judge.
3. Make up a sentence which has an adjective modifying a noun. Your classmates can volunteer other adjectives for your sentence. Continue substituting adjectives until you can't think of any others. Your teacher can give you help after you and your classmates have exhausted all your suggestions. Your teacher can also help you to "repair" sentences you put together.

17E.5 Written Summary Exercises.

A. Sentence Formation. Write these sentences in the correct order.

1. Chinois/diya/willuu/nε/koma.
2. Don/tetu/dimuwu/dε/nε.
3. Jack/huyu/qu/daa/hakun/tine/meyeba.
4. Yele/εsil/mangunaa/kidaziq/eniya/peeqiya.
5. Yele/taa/siya/nga/sikay/palabina.
6. Kpannan/kpannan/wena/wena/adewu/asewu/lon/heε/ya/asewu/ya/ayaa.
7. ξyaa/kibay/laa/tocnay/tocwu/kiluu.
8. Mendεza/habiyε/ñingu/habiyε/le/melil/yaa/kutuuzuu/kikondoluu.
9. Kabiyemba/we/kuduyun/kulukulu/ñiq/daa/εε?
10. Kpendina/Lima/kuhulumu/mondoko.
11. Siya/fel/lon/se/palana/tumiyε.
12. Yele/natangbalaa/nocziyu/ñoczi/natangbalaa/aniya.
13. Canzi/kpelay/kiwiyay/muw/nε/leytu.
14. Don/ne/tuw/kpezuu/wede.

- B. Translation Exercise. Translate these sentences into Kabiye.
1. Have that little child clean these pots.
 2. Where are those old coins?
 3. Who is that tall man?
 4. The old town is very beautiful.
 5. The tomatoes had turned black.
 6. If you're in doubt, drink boiled water.
 7. Philip and Essogoye wrote a long book.
 8. Is the Kara a wide river?
 9. Jeannine talks about Togolese food.
 10. Are you planning a deep or a shallow well?

LESSON EIGHTEEN

POSTPOSITIONS - IMPERSONAL PREFIX Pɪ-

18.1 **POSTPOSITIONS.** The eight Kabiye postpositions, as their name indicates, follow the noun or pronoun, but they function much the same as prepositions in English.

18.2 **cɔɔɔ**, near, beside:

Epima koyɛ monguduyu cɔɔɔ.
He has buried medicine near my house.

18.3 **daa**, in, at, out of, among:

Tuŋ wɛ pew daa.
Bees are in the pot.

Ɔɪli kudzoŋ daa.
We came out through the entranceway.

Mɪdaa anɪ sɔɔla se ma naɪ ɔɪtɪli Lima?
you among who wants that I and we go down Lome

Which one(s) of you wants to go to Lome with me?

18.4 **dɛɛ**, under, below:

cɔna takayay dɛɛ.
Look under the book.

dɛ, at, to:

Ǝgɔma mɛndɛ.
She came to my house.

18.5 wayɪ, behind:

Mohuya ɪkɔ mɔnumuw wayɪ.
I dug the well behind my house.

wayɪ is used in several expressions: qede wayɪ, 'day before yesterday,' cee wayɪ, 'day after tomorrow,' piwayɪ ɪ, 'after that.'

18.6 yɔɔ, on, because of:

Pohoka puŋ ɪɔɔɔɪye yɔɔ.
They've tied goats on the truck.

ɛɪaba eqoo yɔɔ kana.
She did it because of her mother.

yɔɔ is also used in these expressions: piyɔɔ, 'it on (on it),' mawe piyɔɔ, 'I am ready,' mali piyɔɔ, 'I found it,' ɛbe yɔɔ, 'because of what, why.'

18.7 hekudaa, in the middle of, among:

Mɛɪe yɔka ɪm hekudaa.
The ship broke in the middle of the water.

Akpama hekudaa ɪe Candaw kpaɔɪ na faɔɪŋ.
hunters among them Candaw exceeds with magic

Candaw was the most potent hunter.

ɛsɛndaa, in front of, before, forward:

Nɔɔyɔ fɛɪ mɛɛsɛndaa.
Nobody's in front of me.

18.8 PHRASES WITHOUT POSTPOSITIONS. Certain phrases, primarily locatives, do not use postpositions. These are: qɪya, 'at home,' hayɪm, 'in the field, on the farm,' kɪyaku, 'at the market,' and wiye, 'on the day of.'

VOCABULARY

fadiŋ
 ñimiye, ñima
 kabua, kabusi
 cafeqe, cafela
 kpakpayay, kpakpasi
 egbaadu, egbaadinaa
 loko, lokonaa
 tete
 siwu
 cayu
 taluu
 yabu
 conau
 wabu
 B.B.

koye, koo
 qokotu, qokotunaa
 milu, milaa
 num
 tabli, tablinaa
 tebewu, teben
 teluw
 sigadetu
 sakiye
 colu
 leleyo
 de
 esendaa
 daa
 polun

18E.1 Substitution Drill. Substitute items from the list below each of the following sentences for the postposition.

A. Example: Pɔsuza kaɪ masi kpɔw daa. Yɔɔ. >
 Pesi kaɪmasi kpɔw yɔɔ.

- | | | |
|---------|---------|------------|
| 1. de | 4. wayi | 7. de |
| 2. daa | 5. daa | 8. yɔɔ |
| 3. colu | 6. colu | 9. esendaa |

B. Candaw qoka fadiŋ enesi daa.

- | | | |
|------------|---------|------------|
| 1. esendaa | 4. colu | 7. wayi |
| 2. yɔɔ | 5. daa | 8. yɔɔ |
| 3. de | 6. de | 9. esendaa |

C. Peyeba ñima loɔɔɔye de.

- | | | |
|------------|---------|---------|
| 1. daa | 4. wayi | 7. colu |
| 2. yɔɔ | 5. colu | 8. de |
| 3. esendaa | 6. yɔɔ | 9. daa |

D. Pɛw wɛ ɔɪya daa.

1. hekudaa

4. dɛɛ

7. hekudaa

2. ɔɔɔ

5. wayɪ

8. yɔɔ

3. daa

6. ɛsɛndaa

9. daa

18E.2 Replacement Drill. Replace each of the nouns preceding the postposition by a pronoun from the right noun class.

Example: ɔɪɔna ɛkabua daa. > ɔɪɔna kadaa.

1. Kolaa daa lɛ ɛnu wabana.

2. Lɔkɔ kɛwɛ tɛtu wayɪ.

3. ɔɪna kafɛɔ lɪm daa.

4. Hama kɛwɛ tataa tuyuw ɔɔɔ.

5. Tɔ siya ɛgɔm ɛniyɔ ɛwayɪ.

6. Pɔɔɔ powondu kɪyaku ɛsɛndaa.

7. Santa Monica nɛ Malibu pehekudaa wɛ poluŋ.

8. Mɪlaa sakɪyɛ wɛ Venice tɛtu daa.

9. Kpakpasɪ nɪ siwɛ lɪm daa ɔɪnɛ yɔ sɪbayɪa lɛlɛyɔ.

10. Ndɔɔna ɛwaw dɛɛ kɔyɔ nnay fadɪŋ ɪnɪ.

11. Ngɔŋ mɛndɛ kɔyɔ, kɔna ñɛɛgbaadu.

12. Peyɛba wondu Jim dɛ.

13. Sɪɪ tuyuw wondu ɔɔɔ.

14. Yɛlɛ toonay naŋ ɛsɛndaa.

15. Yɛlɛ kɔyɛ ɔɔkɔtu dɛ.

16. Pɛbɪma lɪdiyɛ tɛtɛɛ.

17. Asɪ num tablɪ yɔɔ?

18. Tɔɪ kacaya teluw ɔɔɔ.

19. Ndaluɔ Lima lɛ nyabɪm tɛbewu S.G.G.G. faaɔɔ daa.

20. Sɪgɔɔɔtɛtu kɪbɪndu kɛwɛ BB kpalaba daa.

- 18.9 IMPERSONAL PREFIX Pt-. In addition to the subject prefixes for pronouns, members of various noun classes and interrogatives, there is a subject prefix for 'it,' pt-, with low tone, which occurs in relatively few phrases, but in phrases which occur frequently in conversation. The impersonal pt- serves only as a subject prefix and does not belong to any noun class. These are the phrases in which it occurs:

ptwɛɛ se (from wɛwɛ, to be) it is that = must

ptɪaba ɛzɪma (from labu, to do) it did how = how is it that...?

Both of these phrases are followed by verbs in the imperative-subjunctive.

ptɪɛma (from tɛm, to finish) it's finished

ptɪɛkɪlɪ (from kɪlɔɔ, to exceed) it not exceed - not bad

ptɪdzay ɛzɪ (from cawu, to seem) it seems like

This phrase is also followed by the imperative-subjunctive.

ptɪɪɪɪɛ! it is not = very much, very extreme

The above expression is used as an adverb.

The first of the following phrases may have an object suffix and the rest must have one.

ptɪɔzɔɔ se (from ɔzɔɔ, to ask) it asks that = must

ptɪwɪwm (from wɪwɛ, to pain) it pains me

ptɪakɪm se (from labu, to do) it does to me = I think

ptɪwɛm (from wɛwɛ, to be) it is to me = I feel



VOCABULARY

kudɔndu, kudɔndinaa

lim

pɛw, pɛŋ

lidiye

kɔyɛ, kɔɔ

qoo, qoonaa

kimiye, kima

kima sɔsɔna

sɔmtu

kaŋiŋa

tɛw

qɔkɔtu, qɔkɔtunaa

pɛlɔ, pɛlaa

taŋ, taŋwaa

takayay, takayisi

qɔku, qɔkuŋ

mutu

qan, qamin

puw, puŋ

puw daa

yabu

quwu

ŋinuu

ŋɔwu

wobu

pɔy tibu

nawu

hiwu

18E.3 Completion Exercise. Complete each of the following sentences with the correct form of these impersonal constructions.

Example: _____ yem yɔɔ. > Piwɛm yem yɔɔ.

pidɪɪfɛɪ

pɪlaba ɛzima

piwɛɛ se

pitɛma

piwiw

piɔɔzɔɔ se

pɪlaki ɛzi

pidzay ɛzi

piwɛm se

pidɛkili

1. Ɖɔkudɔndu ɛnu lɛɛyɔ ɛtɔki tɔɔnaɣ _____.
2. _____ nla tumiye pɔɔɔ ŋhiwu lidiye.
3. _____ Kpɔɔɔ, ɛwɛ qɔkɔtu.
4. Lim tɛma pɛw daa, _____ ndli pɔy.
5. Takayay kɔmam _____ mendli Lima cee.
6. Wolo ŋya Honda Accord kana _____ lidiye.
7. _____ nɛ ndɔkɔɔ qɛɛ?
8. Taŋ ɛniyɔ ɛŋinuu pɛlaa _____.
9. _____ qɪtali peeɛ pɔɔɔ ŋiɣtu loɔo ma!
10. Nŋinuu Lincoln Continental kɔyɔ _____ ŋwɛɛna lidiye sakɪyɛ.

11. _____! Ma nai qittasuu yooduu.
12. _____ tew cay niwu.
13. Memfaina lidiye, ngu _____ maya somtu ne kanina.
14. Mandalu wena kima sasona se meheyi, pite _____.
15. _____ poqoo fowu sulum sakiye.
16. _____ mandana se nyeluu abalaa.
17. Mana Agulungu efoway keye, _____ ke?
18. Dadzaa se mngoo mambazin mana se _____ ngizuu nahalu.
19. Welidiye edema ya _____ maatasuon waluu.
20. Ndokoo koya _____ meheyan natuyu.



18E.4 Activities.

1. Using two different objects, place them in different positions relative to one another and ask your classmates to describe what they see.
2. Scrambled Sentences. Write out a Kabiye sentence on the blackboard mixing up the order of the words. Ask your fellow students to disentangle the sentence. Use as many postpositions as you can.
3. Do the same with impersonal constructions.
4. Describe a process or procedure which involves different steps which require postpositions.
5. Give a short lecture on any topic in which you use as many of the impersonal constructions as you can think of.

18E.5 Written Summary Exercises.

A. Sentence Formation Exercise. Unscramble the following lists of words to form sentences.

1. esuwu/pidzay ezi/dan/daa.
2. piwem se/mowolo/Tɔɪ/dɛ.
3. pilakim/ezi/hayim daa/tɔɔnay/podu.
4. puw daa/mowolo/leleyɔ/piwɛɛ/se.
5. kɔye/nɔɔɔ/we/daa/pilakim ezi.
6. Lima/piwem/ezi/mendii.
7. ñanangbanay/pilaba/ezima/puku.
8. Sogɔɔɔɔ/cɔɔɔ/piwɛ/pilakim ezi.
9. pilakim/ezi/piwɛɛ/se/pesii/pɛɛ/dɔkɔn/cɔɔɔ.
10. pana/mutu/tabi/piwɛɛ se/yɔɔ.

B. Translation Exercise. Translate the following sentences into Kabiye.

1. You have to leave it in the basket.
2. It seems like that corn has been on the table for a long time.
3. How is it that Toi is behind the house?
4. They wanted to be with the others very much.
5. I feel that I should have gone through the entryway sooner.
6. She has to go into the room.
7. The goats were behind the pen.
8. The volunteers have to begin work soon.
9. Which one of you can help me?
10. He left school because of his sister.

LESSON NINETEEN

SERIAL VERBS

19.1 SERIAL VERBS. These verbs are so-called because they involve a series of two or more verbs. They may refer to simultaneous or consecutive actions. Two types of serial verbs will be noted here. In the first type, the first verb functions much like an auxiliary in English and the second verb is in the infinitive form. The first verb may be in any tense or aspect and its tense or aspect is imposed on the infinitive. In the first type, the subject of each verb is the same.

Here are some examples:*

- A. ξcay ebia nawu.
he/she wants his/her children to see
He/She wants to see his/her children.
- B. Etisi wundu.
you (pl.) bring down to sing
Start singing.
- C. Pəkpenda qom.
they join together to walk
They're walking together.
- D. Pəlaa ləyɪ halaa labu.
The girls were first women to work
The girls were the first to become mothers.
- Ə. Pabazɪ hæ tɔɔwu.
They started eating yams.
- E. ξyaa tikay su ɛŋɪnuu yɔɔ.
crowd enter his to look on
The crowd started looking for him.

*Examples have been taken from DeLord, p. 278.

- ξ. Pakpay tumiye sɔsɔye labu.
they took work big to do
They began the great work.
- Φ. ξniw na pɛɔɔ cɔnau.
he listen to girl to look
He's focusing his attention on the girl.
- Υ Pua tɛm sibu.
child finished to die
The child is already dead.
- Γβ. ξɛtasu kɔm tam.
he not again to come always
He's never coming again.
- Η. Mɛliwu ɛyawu.
I go out him to call
I'm going out to call him.

If the subject of each verb is not the same, the pattern verb plus infinitive may not be used; this is the second type of serial verb:

- Ι. ξna efebɔ ɔayna sewu.
he/she saw young man be in the process of to run
He/She saw a young man running.

The second type of serial verb may also be used when the subject of each verb is the same:

- Λ. ξbisaɔ ɛkɔɔ ɛɔɔka pɛssion.
he returned he came he held the draught beer
He came back with the draught beer.

(Lesson Nineteen, Communication and Culture Handbook)

K. Ðilaki ezima ne qiqee?
we do how and we leave

How are we going to leave?

(Lesson Seventeen, Communication and Culture Handbook)

Kp. ...se ekpa piyay.
(he) ran he climbed the hill

...he ran up the hill

Some of these serial verbs have become frozen such as:

kuyi Malibu pisina Santa Monica
get up Malibu it reach Santa Monica

from Malibu to Santa Monica

All of these serial verbs tend to be highly idiomatic. It is difficult to infer the meaning of the combination of the two verbs from the meaning of one plus the meaning of the other.



VOCABULARY

kolu, kolaa	habiyɛ, haba
pua, pia	nam, namɪŋ
yuw, yun	kpeleyye
kudɔndu, kudɔndinaa	sibu
pelo, pelaa	wondu tɪsuu
suye, soo	ñɔwu
akpadɪyɔ, akpadɪyaa	hayu
fulasi, fulasinaa	linau
piyalu, piyalaa	dɛwu
kuyuu	salakatɪnaa dɛ
kpelekɔu	fɛdɔ, fɛdɔa
mangu, mangunaa	suwu
wondu, wondunaa	kpawu
pinay, pinzi	nawu

19E.1 Completion Exercise. Complete the following sentences by adding an appropriate series of verbs. If this exercise seems too difficult for you to do alone, ask a Kabiye friend to help you.

Example: _____ ebia _____ sɔɔ. > Ecay ebia nawu sɔɔ.

1. Kudɔndu _____ pɔɔ fɛdɔa kɔɔ.
2. _____ mangunaa _____.
3. ɛyaa tikay _____ kubusi _____ yɔɔ.
4. _____ chalu tam.
5. Kolaa _____ akpadɪyaa.
6. _____ pabɪyalu _____ salakatɪnaa dɛ.
7. Halaa _____ sulum pukpa pɛɛsa yɔɔ pɔɔ _____ wondu.
8. Somiye dɛwa pɔɔ Nnee kuyɪ pɪtɛ panaalɛ _____ dɔm.
9. Fulasinaa kɔma _____ lɛ Kaakon _____ paw.
10. Akpadɪyaa mba pɛwɛna _____ pinzi 65 _____ 95 yɔ pɪwɛɛ se pɛsi.
11. Lɛlɛyɔ pɔy dɛana suwu, _____ ɛzɪma nɛ _____ Kayay?

12. Habiye ndiqiwe ____ Ahamensu ____ Morawoɔa yɔ ɔɪwaa kaa.
13. Deɔe ɔoolon woba hayim le ____ nam ____ ñitu ____.
14. Pekemsi ____ ekpandu le ____ yuw ne kpeleyye.
15. Pɔñɔ sulum ne pahay le ____ soo ____.
16. Mantetu kɔyɔ; ____ teluw kuntyɔ ____ hamuw nguɔyɔ.
17. Adii ____ pelaa ____, eekpelekuu.



19.2 INDEFINITENESS. When the speaker does not have a specific reference in mind, or when something has not already been mentioned by the speaker, the indefinite may be used. This corresponds closely to English. In the affirmative, the indefinite translates as 'a, some' and in the negative as 'no, any.' These forms may be used to modify nouns:

Memfaina lim nabuyu.
I don't have any water.

or as a pronoun without the noun:

Memfaina nabuyu.

These are the forms it takes:

CLASS	SINGULAR	PLURAL
I	nacyu	nabeɣe
II	nakuyu	nɪɪɪɪ
III	naɟɪɣe	naaye
IV	naɣeɣe	naɪɪɪɪ
V	natuyu	natuyu
VI	nabuyu	

VOCABULARY

law, laŋ
 alawatu
 ɛkpam, akpama
 piyu, piyiŋ
 kpakpayay, kpakpasi
 pɔɔ, pɔsi
 fada, fadanaa
 mamaɖɛ, mamala
 kunuŋ, kunumiŋ
 fɛɛw, fɛɛŋ
 pɪsaw, pɪsaŋ
 piyay, piyisi
 kɪmiyɛ, kɪma
 tay, tasi
 mulum

hɛyɛ, hɛɛ
 ŋɪnuu
 nawu
 ɖuwu
 wɛwu
 lɔwu
 ɖɔwu
 yɔɔɖuu
 huyuu
 yabu
 kpayɔ
 yɔɔ pɔzuu
 keɖuu
 nabuyu
 nɔɔyɔ

19E.2 Completion Exercise. Complete each of the following sentences with an appropriate form of the indefinite.

Example: Mɛmfɛina alawatu _____. > Mɛmfɛina alawatu natoyu.

1. _____ kɔma ɛŋɪnuuŋ.
2. Ɖɪuwɛ law daa lɛ ɖina akpama _____.
3. Maanay tay _____.
4. Hɛyɛ _____ wɛ lɛlɛŋ pɪkɪli lɛɛna.
5. Mamala _____ kɛwɛ mɪzay yɔɔ.
6. Tɔɪ ŋɪnuu tumiyɛ _____.
7. Ɖu mulum _____ ɖɛwa kana kadaa.
8. Ɖɪɪɪzuu ɖɪsuwu taksi _____.
9. Ɓɛ, ɛyɔɔɖuu kunuŋ _____.
10. Tɛtu ndu tuwɛ pɔɔ _____ cɔɔɔ.
11. Mandaa wɛ lɛlɛŋ sɛ mɛmfɛina kɪmiyɛ _____.
12. Pohuya loko piyay _____ cɔɔɔ.

13. Nɔyɔɔɔɔɔɔɔɔ fada ____ suwe?
14. Agɔmaa ____ koma pɔɔɔɔɔɔ ɔɔɔɔ.
15. Pɔɔɔ ____ daa lɛ mɔɔɔ ɔɔɔɔ sakɔɔ.
16. Pɛɛɛ ɔɔɔ wɛ numaw ____ wayɔ law daa.
17. ɔɔɔ pɔɔɔ ____ nɛ ɔɔɔɔɔ ɔɔɔɔ kɔɔɔɔ ____.
18. Ya pɔɔɔ ____ kɔɔɔ daa nɛ ɔɔɔɔ ɔɔɔɔ.
19. Fɛɛɔ ____ pɔɔɔ ɛɛɛ kɔɔɔ ɔɔɔ.
20. Kɛɔ tɔɔ ____ nɛ ɔɔɔ ɔɔɔ.

19E.3 Reduction Drill. Change the following sentences by deleting the noun modified by the indefinite.

Example: ɔɔɔɔ lɔɔɔɔ nɔɔɔɔ. > ɔɔɔɔ nɔɔɔɔ.

1. ɔɔɔɔ kɔɔɔ nɔɔɔ nɛ ɔɔɔɔ.
2. Nakaa wɛɔ pɔɔ nɔɔɔ ɔɔɔ ɔɔɔɔ kɔɔɔ.
3. Abalaa nɔɔɔɔ talaa.
4. ɔɔɔɔ hulay nɔɔɔɔ.
5. ɔɔɔɔ nɔɔɔ wɛ ɔɔɔ ɔɔɔɔ kɔɔɔ.
6. Mɔɔɔɔ se nɔɔ tɔɔɔɔ izin nɔɔɔɔ daa.
7. Maanay kɔɔɔɔ nɔɔɔɔ.
8. Tɔɔ mutɔ nɔɔɔɔ.
9. Mɔɔ ɔɔɔ kɔɔɔɔ nɔɔɔɔ.
10. Mɔɔ taɔɔ kɔɔɔɔ nɔɔɔɔ.

19E.4 Activities.

1. Show your Kabiye friends examples of the serial verbs used in this chapter. Ask them to think of some others. Put together sentences using the new ones and give them as examples to your classmates.
2. Ask your teacher to provide alternative verbs for Exercise 19E.1.
3. Make up questions using the verbs in Exercise 19E.1. Ask your teacher or your classmates to answer them.
4. Play a game in which you make up sentences. Take turns. Each verb used counts two points. Each non-verb counts minus one-half point. Player with the highest score wins. A good strategy to use is to employ a lot of serial verbs. Adapt the rules of the game to your and your classmates' abilities.
5. Write out a sentence on the board using serial verbs and/or an indefinite. Have your fellow students reconstruct the sentence.
6. Listen for the use of indefinites in the speech of Kabiye you know. For each instance, try to think why the indefinite was used.

19E.5 Written Summary Exercises.Translation Exercise.

1. From Lome to Lagos is very far.
2. His mother didn't have any sugar.
3. A boy entered the compound.
4. Someone left the house.
5. I'm going out to buy something.
6. It is six kilometers from Lama Kara to Yade.
7. Are the volunteers going to buy some records in Lome?
8. Toi wants to see his boss.
9. How are we going to find it?
10. They arrived together at eight o'clock.
11. Buy some salt.
12. Those men were the first to become winners.
13. We don't have any money.
14. Start singing.
15. They saw a man on the road.
16. The old man started crying.
17. They saw some yams, but they were spoiled.
18. They began digging the well.
19. There are some pots in the back room.
20. Charlie is already awake.

LESSON TWENTY

ADVERBS - NOMINALIZATIONS

20.1 ADVERBS. Adverbs do not change in form. Except for the grammatical adverbs, adverbs follow the verb.

20.2 ADVERBS OF PLACE. These are the adverbs of place:

cina, cine	here
awayi	outside
qine	there, at this point, then
peeqe	there
cendze	on both sides, at the same time
paa le	everywhere, anywhere

Peeqe refers to locations specifically, while qine has a more general application.

20.3 ADVERBS OF TIME. These are as follows:

qoo	long ago
tam, tamtam	always
leleyo, nonoyo	now
lon	a long time ago, already, quickly
qede	yesterday
sono	today
cee	tomorrow
cee wayi	the day after tomorrow, later
kele	as soon as
hali	even
hali ne sono	up to now

20.4 ADVERBS OF MANNER. These are adverbs of manner:

ciqiciqi	neatly
qiyqiy	silently
yem	in vain
yemyem	in whatever way
qeyiqeyi	right, honestly

20.5 GRAMMATICAL ADVERBS. These may modify either verbs or nouns.

qoqo	also
maymay	-self
qeke	only
tine	all
kpekpe	wholly, completely
qama	each other

20.6 ADVERBS OF INTENSITY. These may modify any verb.

piqqq, kummm, sɔsɔm	much, very
---------------------	------------

20.7 IDEOPHONES. These are like adverbs of manner, with two differences. They are onomatopoeic, that is, they "imitate" what they describe. Many of them are associated only with certain verbs. (These verbs are in parentheses).

piqqq	much, very
kummm	much, very
sɔsɔm	much, very
waŋwaŋ (wiɬuu)	(to dry out)
yayyay (suwu)	fully (to be full)
pilipili (pɛɬuu)	completely (to break)
caa (kɛtuu)	intensely (to be pleased)

VOCABULARY

efelu, afelaa
 cafede, cafela
 tukudu
 ewaw, ewan
 likamiye
 kamay, kamasi
 teluw
 dalu, dalunaa
 fadiŋ
 tezuu
 kpiyuu
 qewu

nawu
 mabu
 tawwu
 sim
 huyuu
 heyuu
 lowu
 mawu
 sibu
 cebu
 ŋawu
 labu

20E.1 Substitution Drill. Substitute adverbs from the lists under these sentences and change the tense to agree with the adverb. Add other words to complete the sentence if necessary.

A. Example: Kpacaa mawu takayisi paaqoye. $\text{Kpacaa mawu takayisi sɔɔɔ}$.
 Kpacaa mawu takayisi sɔɔɔ .

- | | | |
|-------------------|---------------------|------------------------|
| 1. qoo | 5. sɔɔɔ | 9. ha ne sɔɔɔ |
| 2. leleɔ | 6. kele... | 10. cee wayi |
| 3. low | 7. cee | 11. sɔɔɔ |
| 4. qede | 8. tamtam | 12. qede |

B. Efelu yeba fadiŋ kudzoŋ ɔɔɔ sɔɔɔ .

- | | | |
|-------------------|---------------------|--------------------|
| 1. qoo | 5. tamtam | 9. sɔɔɔ |
| 2. leleɔ | 6. kele... | 10. low |
| 3. low | 7. sɔɔɔ | 11. cee |
| 4. qede | 8. tamtam | 12. leleɔ |

C. Paakaa tɔɔwu cafeɖe cee.

- | | | |
|------------------|---------|--------------|
| 1. keɛ | 5. sɔɔɔ | 9. nɔɔɔɔɔ |
| 2. lɛɛɔ | 6. ɖeɖe | 10. lɔɔ |
| 3. cee | 7. lɛɛɔ | 11. tam |
| 4. hanɖe ne sɔɔɔ | 8. ɖoo | 12. cee wayɔ |

20E.2 Expansion Drill. Add an appropriate adverb of place to each of the following sentences.

Example: Tɔɔ ñɔmutu. Cina. > Tɔɔ ñɔmutu cina.

1. Pɔɔwa pɔɔɔɔɔ.
2. Kpakpasɔ we ɖɔɖɔɔ pɔɔ we cukaɔ yɔ.
3. Ɔihuyi lɔɔ.
4. Yee nna monɖoo yɔ heyii se me Acaɔgbade.
5. Tɔɔ eɔɔma mana abalu enu?
6. Na tuduwa ɔɔɔɔ.
7. Pɔɔ kpelee kɔɔɔ.
8. Pɔwe se ɖɔɔ ñɔɔɔ ɖɔɔɔ sukuli.
9. Lama pɔɔ tɛkɔɔ kuyɔ.
10. Palaki tumɔɔ kaaku mbilim.
11. Pɔɔɔɔ lɛ nɖɔɔ.
12. Nndzakɔ suwe?
13. Asɔma alawatu ndu pɔɔɔ yɔ?
14. ɔwoba yɔ mbɔɔ nna ñaɖalu.
15. Teluw ɔɔɔ kɔɔɔ.

20E.3 Substitution Drill. Substitute the adverbs below for the adverb in this sentence.

Example: Pɪwɛɛ se pasɪ tukudu kuna awayɪ. Cɪna. >
Pɪwɛɛ se pasɪ tukudu kuna cɪna.

- | | | |
|-----------|----------|-----------|
| 1. paa le | 5. peeɖe | 9. cɪna |
| 2. qɪnɛ | 6. cɪna | 10. peeɖe |
| 3. peeɖe | 7. awayɪ | 11. cɪnɛ |
| 4. awayɪ | 8. paale | 12. qɪnɛ |

20E.4 Completion Exercise. Choose the correct word from the list to complete each of the following sentences.

Example: Nɔɔzi nɔɔɔkɔnaa _____. > Nɔɔzi nɔɔɔkɔnaa cɪqɪcɪqɪ.

yem	ɖeyɪɖeyɪ	ɖiyɖiy	cɪqɪcɪqɪ
waŋwaŋ	yemyem	yayyay	caa
			pɪlɪpɪlɪ

1. La nɔɔtumɪyɛ _____.
2. Samɪla wɪla _____.
3. ʒyɔka mondolo pɔw _____.
4. Mɛnɪ lɛlɛŋ _____.
5. ʒɪlaba ɛtumɪyɛ _____.
6. ɖɪhay sulum _____.
7. Pia nzɪyɔ sɪɪcaki _____.
8. Padzay ɪɔɔqɪyɛ daa _____.
9. Tɔɪ nɛ Kpacaa pɔyɔka ɛwaw _____.
10. Pɔy wɪla _____.
11. Lɪkamɪyɛ nɔɪ qɪfɛɪ cukan _____.
12. Toko kunɪyɔ kumaynam _____.
13. Ekpiya ɛtokonaa _____.

14. Pɛlaa paɲɪɔ palakɪ ____.

15. Pɛtɛza kamay ____.

20E.5 Completion Exercise. Complete each of the following sentences with words from the list.

qɔqɔ

tɪŋa

maymay

qɛke

kpekpe

yeke

qama

1. Ma ____ mɔŋɔma.
2. Pamaba ____.
3. Abalaa ____ cay wayɪ.
4. Pamayza ____.
5. Tɛtu daa mba ____ daa wɪwa.
6. Halaa ____ caway tɔɔnay tɔɔwu.
7. Palaba ____ kudzɔŋ.
8. Kpaakpa cɛɖu akpadɪyɪ ɛɲɪɔ ɛŋɔwu ____ sulum.
9. ʒhalu ____ ŋɔna tukudu.
10. Pɛsɪna ____ tumɪyɛ labu.
11. Payaba ____ tokonaa.
12. Lɔkɔnaa ____ daa lɪm sɔwa.
13. Ŋa ____ nlaba tumɪyɛ tanan ŋɔ.
14. Ma ____ manzɪma labu.
15. Mbɪzɔɔ nla tumɪyɛ nɖɪ ŋa ____.

20.8 NOMINALIZATIONS. Nominalizations are nouns derived from verbs. These are derived from different tenses or aspects of the verb. The three most important kinds of nominalizations, agentives, instrumentals and locatives, will be discussed here. Each kind of nominalization belongs in a certain noun class.

20.9 AGENTIVES. These are so-called because they refer to a person, a 'doer.' They belong in Noun Class I. Their stems are based on the subjunctive form of the verb. -yu/-yu or -qu/-qu is added to the stem, although there are some exceptions. Here are some examples:

nayu	one who sees
kɔnu	one who comes
laqu	doer, worker
yayu	caller
kpayyu	taker
sooliyu	lover, liker
tɔɔyu	eater
ketiyu	leader (of a herd of stock)
pɛɔiyu	one who drops things

20.10 INSTRUMENTALS. These have this name because they usually refer to tools. These belong to Noun Class II. They are formed by prefixing ki-/kɪ- with high tone, to the imperative stem and suffixing -w for the singular and -ŋ for the plural. The following are typical of instrumentals:

kinanaw	object used for seeing (telescope, eyeglasses, etc.)
kɪhayɪnaw	agricultural tool
kutɔɔnaw	table implement
kɪbɛtɪnaw	article used for business
kɪbɛɔɪnaw	launcher

20.11 LOCATIVES. As their name implies, these refer to places. They belong to Noun Class III. Most locative stems are based on the subjunctive verb form. These do not have plural forms. The singular is formed by prefixing *qi-/qɪ-* (with low tone) to the stem and suffixing *-ye/-ye* (*-qe/-qe*) to stems ending in nasals. These are several of the more common locatives:

<i>qidɔɔye</i>	place of eating, restaurant
<i>qisɪɪye</i>	station
<i>qibɛɛɪye</i>	place of sale, store
<i>qiwɪɪye</i>	movie theater
<i>qĩɔɔziye</i>	garage (for repairs)
<i>qizɪye</i>	garage (for parking)



VOCABULARY

pədiyu, pədiyaa	kpalaba, kpalabanaa
mayu, mayaa	kinanaw, kinanaa
sinuyu, siniyaa	kihayinaw, kihayinaa
wiliyu, wiliyaa	kutconaw, kutconaa
ketiyu, ketiyaa	qidcayɛ
laɖu, laɖaa	qinɔɔziyɛ
sɔɔliyu, sɔɔliyaa	qisiŋiyɛ
tcɔyu, tcɔyaa	qibɛɛdiyɛ
	qiwiliyɛ

205.6 Completion Exercise. Complete each of the following sentences with one of the words from the list.

Example: _____ colɔ mayaba kpa'abanaa panɪɔ. >
Pɛɪɪɔ colɔ mayaba kpa'abanaa panɪɔ.

A.	pədiyu	wiliyu	səɬiyu
	mayu	ketiyu	laɬu
	sɪnuyu	təɬyu	yayu

1. ____ naccyu mana mongduduyu.
2. ____ naccyu wεε εñinuu mandanι.
3. ____ ενιyc ewondu kila lidiye.
4. ____ ne sukuli pia pεwe sukuli daa.
5. Abalu ενιyc εñcwu sulum sakiye, pite εge dɔdɔ.
6. Ðiñinuu ____ sakiye se pala tumiye.
7. Meñinuu tumiye ____ naccyu se ehuyum loko.
8. Mandalu ke ____ . ξmakι sukuli pia hali.

kibetɪnaw

kibeqinaw

kutnaw

- qibediyε

q1w111ye

ຖືກວາງໄຢ

1. Pɛbɛduu Senegalimba tɔɔnay ____ kɪfaɖɛ.
2. Taksinaa fɛi lɔɔɖa ____.
3. Kɪlɛmu kɪfalu nakuyu kɔma kɪlɛmɪŋ ____.
4. Pɪwɛ ɛzi ____ suw tɔɔnay ____.
5. Mowona moŋkpokpo ____.
6. ____ ɖɪnɪyɔ ɖɪwɛna kpɛɖɛnaa natozo.
7. Yabɪm cigadɛtu natuyu ____ pɛɛɖiyɔ.
8. Tɔɔnay ____ nɖɪyɔ ɖɪbɛduu tɔɔnay kɪbanga.

20E.7 Activities.

1. Listen for nominalizations in conversations. Ask your Kabiye friends for examples of common ones. Write down several and make up sentences using them to show your classmates what they mean.
2. One student can make up a sentence which contains an adverb. The next student can substitute a different adverb, changing the sentence as little as possible, and so on.
3. Divide the class into two teams. Each team will propose adverbs used in this lesson to the other team. One of the players of the other team must come up with a grammatical sentence of at least three words using that adverb. Success means one point and a change of turn. Failure means no points and a change of turn. As usual, your teacher is the scorekeeper and referee.



A. Sentence Formation Exercise. Combine the following items to form meaningful sentences. Add words and change grammatical patterns if necessary.

- ### B. Translation Exercise.

- 199 -



Answers to Written Exercises

5E.9

- | | |
|------------|-------------|
| 1. cikpelu | 7. sɔsɔ |
| 2. sosaa | 8. sɔsɔ |
| 3. kuhulum | 9. cikpema |
| 4. cikpelu | 10. kisem |
| 5. kibinu | 11. sɔsɔ |
| 6. kifalu | 12. cikpema |

5E.12

1. ξna abalu wei ewe tɛtu daa yɔ.
2. Abalu eniyo ege abalu eniyo eqalu.
3. ξnawe/ξnabe
4. Panai
5. Edoo ne cinio
6. Sɔsɔ wei ewe cinio yɔ ewoba tɛtu daa.
7. Halu cikpelu eniyo ewoba Kayay.
8. Eyaa panio pɛge nanioaa.
9. Yadaa mbayo pɛge egɔɔnaa
10. Ðinawe/Ðinabe
11. Panai
12. Nanio eniyo ege tadiyeduo eniyo edzaa.
13. Mandzaa wei ege tadiyeduo yɔ ewe cinio.
14. Tadiyeduo eniyo ege mandzaa.

6E.12

1. Pɛn eniyo ebiyaa.
2. Tay nga kewe Lima yɔ kɔñɔtina qɛde qiya.
3. Tin cikpeluw kunio kuwe Lama Kayay.
4. Numaw sɔsɔw ngu yɔ kugɔn tay kanio kɔyɔ.
5. Kunuñ kuno kuwe qon.
6. Mana puñ eni.
7. Fenu ngu kuwe law ngu yɔ kudaa yɔ kufɛi poluñ.
8. ξna haku le, ekpay ku eqɔki enesi dɛɛ.
9. Piyu kɛkɛ kikipɛduw. Kikioyaa qodo.
10. Kiyaku ngu kuwe Yayde yɔ kubaylaa.
11. ξdzɔna numaw, ɛle ekpay ku.
12. Pisaw kunio kuweñ wazay kɛ? Mambizuu mohugu.
13. Mɔndɔsɔɔli puñ eniyo.
14. Ðinay numaw ngu kuwoki Yayde yɔ.
15. Nɔyɔ tɛñini kudɔn ngu.

10E.3

1. Agɔmaa panɪyɔ pekiza tɔɔwu mutu tunɪyɔ.
2. Ndɔki mutu natuyɔ?
3. Ɖitisa pɛŋ sɔsɔŋ wei ɛɛwɛ takayɪsɪ ɔɪsɪyɛ.
4. Agu n̄asa ɛnangbaan̄.
5. Nna kilɛmu ngu? ɛɛ, managu.
6. nyaba ɛlɔɔɔɪyɛ ɛɛ? Aaɪ mandayaɔɪ.
7. Cɔna caɔay kibɪnu nguɪyɔ.
8. Ɖidehiwu lim nabuyu.
9. Akpay tumɪyɛ wɔndu? Pakpayna.
10. Anaɪ? Mba nanai.
11. Pɪnay nga kɛɔɛwa yɔ kaɔan̄laa.
12. Pɔku puŋ wei paɔɔɪy kpow daa yɔ.
13. Yee ɔɪɛda nan̄ ɛnɪyɔ yɔ ɔɪhikuu lidiye sakɪyɛ.
14. Cɔna sukuli lɔɔɔa anɪyɔ.
15. Lɔɔɔa anɪyɔ agɛ sɔsɔna.
16. Ɖɛlim niydaa n̄ɔɔbu.
17. Ɖiki hay nandu tunɪyɔ.
18. Mayekinan̄ man̄gu kunɪyɔ.
19. Tɛtu nduyɔ tukɪla tunɪyɔ sɔsɔtu.
20. Ayaba pɪsaw kunɪyɔ?

11E.6B

1. Mowoki tɛtu daa lɛɛyɔ. or Mandɪyna wɔbu tɛtu daa.
2. Mowoki fɛɔu dɛ Bɔɔɔa lɛɛku wiye. or Mangawɔbu fɛɔu dɛ Bɔɔɔa lɛɛku wiye.
3. Ɖiwɔba faaɔɛ daa ɔɛɔɛwayɪ kpɪtaw daa.
4. Nakaa woki sukuli. or Nakaa woki sukuli paɔɔoyɛ.
5. Nakaa ɔɪyna sukuli wɔbu.
6. Ɖɪmawu kuduyu.
7. Ɖɪɔɪyna kuduyu mawu.
8. Kolu ɔɪyna n̄ɪyyu hɔbu.

12E.7

1. Mandabalaa tɪŋɛ wɔba Kayay.
2. Pamaway kuduyu Acangbade.
3. Piyamba kaatɛma aleeya puɔɔ ɔɪtalɪ peeɔɛ.
4. Ɖɪtɛma ɔwɔu piyele lɛɛyɔ ɔɪlakɪ tumɪyɛ.
5. Ɖɪɔɔŋay lɛ abalu nɔɔyɔ kɔɔ ɔɔɔɔɔɔ.
6. Tɔɪ koma ɔɛɛɛ ɔɪya lɔŋ.
7. Pekeɔay pan̄ nɛ ɔɪtalɪ.

Answer to Written Summary Exercises

13E.8(A)

1. Ʒtɔwɔ kaabu dɛdɛ nɛ mɔndɔɔ kaabu sɔɔɔ.
2. Ʒdɛ Lima tanɔŋ dɛɛ nɛ mɛndɛɛ Adakpama wɛsɪ daa.
3. Emile kpay taksi nɛ Pauline kpay suluku.
4. Kofi yaba mɔngu nɛ Seth ya lemuw.
5. Edoh woba kɪyaku nɛ Martine wolo hayɪn.
6. Gdɛ ñɔ tukudu nɛ Yawo ñɔɔ champagne.
7. Edoh woba poɔoo lewa daa nɛ Sam wolo padzaa sulum dee.
8. Ʒcaya wayɪ nɛ mandzay wayɪ.
9. Ʒpɛda sita kpokpo nɛ mɛmbɛdɪ fada lɔɔɔɔɔɔɔ.
10. Ʒñaya pana se ecosi nɛ mañay pana se mowon.

13E.8(B)

1. Podowolo kɪyaku daa.
2. Taayele pɔɔɔɔ tɔɔɔɔy nɔa.
3. Pɪfɛɪ se ɛñɔɔ tukudu.
4. Taasiŋ.
5. Cɛɛɛɛ lidiye pɪtɛ taayele ɛdɛɛ.
6. Taayeki lidiye posu daa.
7. Taaya mɪnu tɛmbɔnaa.
8. Afa ɛnu ɛdɛɪ, pɪtɛ ɛhɪna kudon siŋ.
9. Ndetuu hayɪm.
10. Atotoo ɛtɔɔɔɔy.

14E.7

1. Pinde maawɛna hasɪ nasɪɛ pɪtɛ sɛm yɔɔ mɛwɛna kuɔumay kana.
2. Ʒyaa tasaɔɔwu dɔŋ daa.
3. Haɔaa sakɪyɛ wɛ dɔŋ.
4. Halaa sakɪyɛ kɛwɛ tumɪyɛ daa.
5. Mɛnɔɛ fɛɔɔ lɛɛyɔ pɪtɛ dɔo lɛ maake sukuli pua.
6. Maakay wɛwu New York caayɪ.
7. Mowoba peeɔɛ pɪnzɪ nasitozo kɔyɔ.
8. Mondowolo peeɔɛ sakɪyɛ.
9. Mahalu kɛwɛ Togo lɛ ɛɛkɛ Ingilisi tɔm wɪɪyɔ.
10. Lanhezɪyɛ Sɔɔɪɪm Tumɪyɛ Laɔaa sakɪyɛ wɛ Lima.
11. Maake Lanhezɪyɛ Sɔɔɪɪm Tumɪyɛ Laɔu lɛ mandaawɛɛ peeɔɛ.
12. Poguduyu kɛkɛ cikpeluw pɪtɛ lɛɛyɔ kibaylaa.
13. Pɔsɪ sakɪyɛ suwu yolim daa.
14. Pɛfɛɪna lidiye naɔɪyɪ.
15. Suwe nɛ tumɪyɛ alawatu toɔoo?

Answers to Written Exercises

15E.6

1. Mendewu, ngu memfaina lidiye.
2. Petiŋe pɛdɛwa piyele meyeke.
3. Ɂhalu kpema ɛdzaa cɔɔ mbu puyɔɔ yɔ ɛmabat.
4. Mendezuu pɔy nɛ mowolo Kayay.
5. Paa wiliyaa ɛdɛwa, nɔɔyɔ pizuu ɛwili.
6. Malaki mandiya yɔɔ tumiye, yaa meyeke pala.
7. Yee ehiw tumiye yɔ, ɛwɛwna lidiye sakiye.
8. Padzay se pana ɛyaa, ɛzi n̄ɛ yɔ.
9. Yee pɔn̄ɔɔza monkpoko yɔ mambizuu mowolo hayim daa.
10. Sɔɔlim tumiye laɔaa mbayɔ pasima se piwee se pɔn̄ɔɔzi sukuli.
11. Mentisa piyɔɔ se pɛw ngu kuyɔkaa.
12. Padama sukuli ngu tumiye wɛndu wɛ cici daa.
13. Paa pɛw ɛyɔkaa qiyaki kifaluw.
14. Piwɛɛ se ɛwolo fɛdɔ cɔɔ, yaa n̄n̄wu n̄n̄kɔye!
15. Paa nɔn̄ n̄ngbanzi ɛwokina kilɛmin̄ ɛni qiya.
16. ɛnay suluku Blitta lɛ mbizuu ɛgbay wɛndu tuna.
17. Ndanam kɔyɔ, tɛ mendɛwa.
18. Pɛwɛ ɛzi pia adzama yɔ ngu pɛpinzi qɔɔ.
19. Mbu puyɔɔ piwɛɛ se nla.
20. Pisi cina yaa ɛwɛɛ pɛdɛ.

16E.10(A)

1. Ɂ nɛi pɔn̄ɔɔɔɔ yaawe?
2. Ɂ nɛi pɔɔɔma ɛɛ?
3. ɔoyɛ qidɛwu?
4. ɛgɔɛ ɛɛ?
5. Kpacaa towolo sukuli suwe?
6. Acoŋna pua yɔɔ ɛɛ?
7. Pɔɔɔ yaa pɛdɛwu?
8. Tuyuw kuniyɔ ɛhuyina pɔw na?
9. ɛhuya pɔw ɛguyɔ nɛ tuyuw yaawe?
10. Ahuya pɔw kuniyɔ?
11. Ntɔki kuniyɔ yaa ɛguyɔ?
12. Posu wɛ lɛ?
13. Manay abalu hulaydu nɛ wɛ?
14. Monɔoo alawatu ndu?
15. Nzimal yaawe?

16E.10(B)

1. Pɛɛ kilɛlɛmin̄ yaawe?
2. Tɔi koma Hodo wiye ɛɛ?
3. Jassor kpɛɛ lubɛ fenay kaakiŋ 3 wiye yaawe?
4. Lɔɔqiyɛ qiniyɔ qiwɛ lidiye nɛ.
5. Piwɛɛ se qisinawɛ pama sukuli yaawe?

17E.5(A)

1. Chinois koma dɪya nɛ wiluu.
2. Ɖimuwu ɖɛtɛtu nɛ ɖoŋ.
3. Meyeba Jack ɖu hakun tɪŋɛ huyu daa.
4. Yele ɛsɪɪ maŋgunaa kɪɖazɪŋ ɛnɪyɔ peediyo.
5. Taayele palabɪna siya sikay nga.
6. Kpaŋnaŋ wena asewu lɔŋ yɔ aɖɛwu kpaŋnaŋ wena asewu hɛɛ yɔ ayɔɔ.
7. ʒyaa kibaylaa kiluu tɔɔnaɪ tɔɔwu.
8. Mɛndɛza habiye kutuuzuu lɛ mɛlɪɪ habiye kikondoluu yɔɔ.
9. Kabiyemba wɛ kuduyun kulukulu ŋɪŋ daa ɛɛ?
10. Kpɛndɪna mondoko kuhulumu Lima.
11. Siya fɛɪ lɔŋ se palana tumiye.
12. Yele natangbalaa ŋɔɔziyɔ ŋɔɔzi natangbalaa aniyo.
13. Canzi muw kiwiyay kpelay nɛ lɛyɛtu.
14. Tuw kpɛzɔw weɖe nɛ ɖoŋ.

17E.5(B)

1. Yebe pua cikpelay ngayɔ kaŋali ɖesi.
2. Lidiye kibɪndɛ nɔɪ ɖiwe le?
3. Abalu kɪɖaŋluu ɛnu ɛge anɪ?
4. Tɛtu kibɪndu nɔɪ tuɖewa.
5. Tumatɪ waakaa.
6. Nnɖiyziyna kɔyɔ nŋɔɔ lim kitizim.
7. Philip nɛ ʒssɔgɔyɛ pama takayay sɔsɔwa nakeye.
8. Kayay kɛ pɔy kiwalay nu?
9. Jeannine paŋ yɔɔɔduu Togo tɔɔnasi yɔɔ tɔm.
10. Mmayzɔw se ŋhuyi lɔkɔ cukaŋ ŋɪngu yaa ŋgu kufɛɪ cukaŋ yɔ?

18E.5(A)

1. Pɪzay ɛzi ɛsɔwu ɖaŋ daa.
2. Pɪwɛm se mowolo Tɔɪ dɛ.
3. Pɪlakɪm ɛzi poɖuw tɔɔnaɪ hayɪm daa.
4. Pɪwɛɛ se momolo puw daa lɛlɛyɔ.
5. Pɪlakɪm ɛzi kɔyɛ wɛ nɔnɔ daa.
6. Pɪwɛm ɛzi mendii Lima.
7. Pɪlaba ɛzɪma puku ŋanaŋgbaŋay?
8. Pɪlakɪm ɛzi pɪwɛ Sɔgɔɖɔɪ ɔɔɔ.
9. Pɪlakɪm ɛzi pɪwɛɛ se pɛsɪɪ paŋ ɖɔkun ɔɔɔ.
10. Pɪwɛɛ se pana mutu tablɪ yɔɔ.

Answers to Written Exercises

18E.5(B)

1. Piwɛɛ se nyele dɔku daa.
2. Pidzay ɛzi samɪdɛ ndi dɪwɛ tablɪ yɔɔ piledaa.
3. Pilaba ɛzɪma nɛ Tɔɪ wɛɛ kuduyu wayɪ?
4. Padzay se pɛwɛɛ lalaa ɔɔɔ.
5. Piwɛm se maatiɲina nɔnɔ daa.
6. Pibɔzɔɔ se ɛsɔw dɔŋ daa.
7. Pɔŋ kɛwɛ kpɔw wayɪ.
8. Pibɔzɔɔ se LSTL ɛbazi tumiye.
9. Mɪdaa anɪ pɪzɔɔ ɛsinam?
10. Eyeba sukuli ɛgɔɔ yɔɔ.

19E.5

1. Lima nɛ Lagos pɛhɛkudaa wɛ pɔlɔŋ.
2. ɛdɔɔ taafɛɪna sikiɔi nakuyu.
3. Pua nakɛye su tay yoo.
4. Nɔɔyɔ li dɪya.
5. Mɛliwu nabuyu yabu.
6. Yayɛ nɛ Kayay pɛhɛkudaa wɛ kpitan loɔ.
7. LSTL woki tataɪ nasiyi yabu Lima ɛɛ?
8. Tɔɪ cay ɛdzaa (ɛsɔɔ) nawu.
9. ɔɪlaki ɛzɪma nɛ dɪna?
10. Pɛkpenda taluu ŋiytu lutozo yɔɔ.
11. Ya dɔm nabuyu.
12. Abalaa mbayɔ pɛɛyɪna wabu.
13. ɔɪfɛɪna lidiye naɔiyɪ.
14. Etisi wɔndu.
15. Pana abalu nɔɔyɔ habiye yɔɔ.
16. Akpadɪyɔ su wiluu yɔɔ.
17. Pana hɛɛ naaye, pɪɛ awaakaa.
18. Pabaza lɔkɔ huyuu.
19. Pɛŋ nɪiyɪ wɛ wayɪ dɔŋ daa.
20. Charlie tɛm fem.

20E.8(A)

1. Nakaa dɔma hɛɛ ewolo dɪŋɔɔziye.
2. Mowoki Lima cee.
3. Mɛdɛwa lɛ nɪɪ awayɪ.
4. ɔɛdɛ mowoba dɪdɔɔye.
5. ɔɛdɛ tumiye laɔu na mɔɔɔdɪye.
6. ɔɪwɛna maŋgunaa kpɛdɪŋ yeke.
7. ɛŋina ɛdalu John yem.
8. Wɪɪ ŋaki paale.
9. Wilɪyɔ kɔŋ tam kpɪtaw daa.
10. Mowoki kilɛmu nawu kilɛmɪŋ dɪwilɪye lɛɛyɔ.

Answers to Written Exercises

20E.8(B)

1. Manawɛ ɔɔɔɔɔɔɔ ɔɔɔ ɔɔɔ.
2. Nɔɔɔɔɔɔ ɔɔɔ ɛ ɔɔɔɔɔ ɔɔɔɔɔɔɔɔ.
3. Pana punu nɛ afa yeke kɔɔɔɔ daa.
4. Halaa tɔɔɔ yɔɔɔɔ wɔɔɔɔ.
5. Pɔɔɔɔ kɔɔɔɔɔɔɔ ɔɔɔ ɔɔɔɔɔ!
6. Kpaaɔ ɛ ɔɔɔɔ ɔɔɔ.
7. Sɔɔɔ ɔɔɔɔɔ kɔɔɔɔɔ ɔɔɔɔɔɔ.
8. Wolo peeɔɔ ɔɔɔɔɔ, mandzaki ɔɔɔ.
9. Katɔɔ ɔɔɔɔ ɔɔɔɔɔɔɔ ɔɔɔ tanaɔɔ ɔɔɔ.
10. ɔɔɔ ɔɔɔ ɔɔɔɔ ɔɔɔ.



KABIYE-ENGLISH

Glossary

A

ààĩ - no	akpènú, akpémà - a newly initiated Kabiye girl
àbàlító - manhood	àlàfià - fine, healthy, health, safe
àbàlú, abàlää - man	alàfià sòblím tùmíyè làqú - health volunteer
àbàlú pùá, àbàlú píá - boy	àlàwátù - time, season, moment, period
abēntē - vulture	àlàwátù ndú - when, what time of day, during, while
abíqè - queen	àlèyà wònũ, alèyà wòndù - toy
ábítù - chiefdom	àlèyà - play, sport, joke, game
àdzàlikòkò - cattle, egret	áléyĩ, áléyínà - brother or sister-in-law (wife's younger brother or sister)
àdzánà tókò - fancy dress	Àmèríkà - America
aqàqàà - camel	Àmèrikàtù, Àmèrikàmbà - American
àqákày, àqákàsì - box, suitcase	ànàsáyĩ kpàkpáyè - coconut palm
àqmé - army	ànàsáyĩ sùlòm - beer
áfà, áfánáà - pig	ànĩ - who (interrogative)
àgú, àgùnàà - cat	Àasàndĩ tòm - Twi and Fanti
àgbàkà - pair, double	àséyũ, àséyàà - young woman
àhóyà - rainy season mud	àsónũũ, àsónĩ - woman who has just had a baby
Àhùnà tòm - Ewe language	àspirín - aspirin
àkàndzàw - ram	àsúlúmá - dirty, dirt
àkòmà kùdúyú - hotel	àwàyĩ - toilet, out, outside
àkóntá - bill, account, mathematics	àwàyĩ tákàyày - toilet paper
àkpàdiyú, àkpàdiyàà - old person	àwèèkũũ - be fat, heavy, dull (v.)
àkpéma - initiation ceremony for Kabiye girls	

B

bàlón - ball

bánkì, bánkínáà - bank

Bàsèyè tòṃ - Bassari language

bàtéqí - car battery

bàzìyú - diviner, death diviner

bàzùù - divine (v.)

Bqáqá - Tuesday

bqósì - brush

bìqó - office

bík - pen

bíyà - beer

bómbù - ball

bósù - bus

bòyòó, b̀yìsì - coin

bùtón, bùtónáà - button

C

- càà, càànáà - father, fathers
 cààdá - expensive
 cáâyĩ - next year
 càànàw - ancient, olden times
 càànàw tóm - history
 càbĩ - few, small quantity
 càcàyāy, càcásì - tribal mark, scar
 cáqáy, cáqásì - chokoutou calabash
 cáféqè, cáfélá - tortoise
 càyũ - sit, stay, ride (animal) (v.)
 càlĩm - blood
 càlĩm fíyà - heart
 càmiyē - well, good
 càndàw, càndāñ - line
 cánũũ - art
 cáqá - line
 càqzĩ - chameleon
 càqũũ - fall into (a hole),
 unexpectedly get in-
 volved in something (v.)
 càtày, càtásì - strainer for flour
 or chokoutou
 càtuũ - strain (v.)
 cáwũ - want (v.)
 cèdzèwíyè - family
 céé - tomorrow
 céé nē kífé - day after tomorrow
 céé wáyĩ - day after tomorrow, future
 cēbēlũũ - flirt (v.)
 cēbũ - harvest guinea corn, cut
 bamboo, heal, distribute,
 buy liquids, cut some-
 thing in a bunch (v.)
 cēcē, cēcēnā - bicycle
 cēcēyāy, cēcēsì - minute
 cēlũũ - provide, give (v.)
 cētĩm - lies, false
 cētũũ - lie (v.)
 cēwũ, cēñ - pot with holes, used
 to roast cocoyams
 cēzũũ - deceive, flatter (v.)
 cīkpèl- - small
 cīqīcīqī - clean
 cīmqē lābũ - report (v.)
 cīkpēndũ - bark
 cīnā - here
 cīnē - here
 cīnīyó - here
 cītón - coin
 cīyĩm - juice
 cīyũũ - tear (v.)
 cókìyè, cókà - hut
 còkòdò - bathing suit
 còkòdò kpáqĩĩ - underpants

- cósùù - reply, answer (v.)
cótù - mustard
còdzó, còdzónáà - high priest
còkóyē, còkób - plant
cólò - by, near, toward
cólò wóbù - visit (v.)
còlúù - walk alongside (v.)
cónàù - look (v.)
còṇùù - watch, find out,
look at (v.)
cócì, còcìnáà - church
cócì kùdúyú - church house
(building)
còtúù - wash clothes (v.)
cówù - turn around (v.), around
còyù, còyáà - inspector
còzò - grandfather, uncle
cùkàṇ - depth, deep
cùkàṇ wēwú - be deep (v.)
cǔzùù - repeat (v.)
cúcúqē, cúcúlá - fruit
cúndé lábù - report (v.)
cùódùù - disturb water,
pollute (v.)

D

dálàkīn - length

dē - at

dísk, dískínàà - phonograph record

dólà - dollar

dókótù, dókótùnàà - dispensary,
hospital

dzínì - gin

Dzúdà - Monday

Ð

dálákīn - height

dàànì - again

dàànùù pàzùù - resume (v.)

dàdió, dàdiónàà - radio

Dádàà - Mr.

dàkúqè, dàkúlá - storage basket

dálù, dālàà - cobra

dàlù, dàlúnàà - elder brother

dàtùù - arrive (v.)

dàamá - one another, each other

dàamá còlò - together

dàmín mawù tùmíyè làqù -
construction volunteer

dánáy, dánásì - evening

dánáy tòonày - supper

dànì, dànnàà - lover

dànùù - befriend a girl (v.)

dāñ, dāmīn - room, house, bedroom

dāñ kúqúmù dàá - class

dāñ ñīmíyè, ñímá - key

dāñlùù - be long (v.)

dāñùù - watch, look forward to,
wait, guard (v.)

dāsì - wood, firewood

dàsàm - right now, quickly,
immediately

dāw, dāñ - stick

dèbíyè, dèbé - soup pot

dédè - place, position

dédè - yesterday

dédè dóbò - last night

dédè wàyí - day before yesterday

dèké - only, single, alone

dém - die (fire) (v.)

dég - right, nice, good, comfort-
able, pretty, kind, fine

dég lábù - please (v.)

dèwà, dēsì - pot

mùtù dèwà - porridge pot

dèwà tìzùù - put a cooking pot on
a fire (v.)dézùù - quench or put out a fire,
arbitrate (v.)

qédū, qédínáà - cousin	qīsīñiyē - station
qēwá - past	qīwīliyé - theater
qēwū - pass, go away, move, go, go by, leave, be tired (v.)	Đóqòò - Mrs., Ms.
qīyzínàw - realize (v.)	qólí - somewhere
qíyqíy - quiet	qólúù - dew (v.)
qīyzínàw - not have (v.)	qóm, qómáà - twin
qīnūyiyé - mine	qóm - sleep (v.), salt (n.)
qíwù - success	Đómáy - April
qízùù - keep stock, especially birds ducks, etc. (v.)	qóñ - might, strength, power, force, difficult, strong, hard
qībēdiyé - place of sale	qóñ wēwū - be strong, hard (v.)
qīdāyyé - place, location	qóñdù - great
qīdīziyé - kitchen	qòò - night
qīdòndqé - end	qòò - since
qīdòbbyé - restaurant, eating place	qòò, qòónáà - mother
qīdzàyyé - living room	qówú - sleep (v.)
qīyá, qīsī - village, home	qóyé - when, what
qīynàù - be in the process of (v.)	qòyó, qònáà - senior woman
qīywu - close (v.)	qòyúw, qòyún - hen
qīyzoù - surprise (v.)	qòziyé, qòzá - dream
qíkùù - taste (v.)	qózi - spinach
qīndī - where (relative pronoun)	qòzúù - dream (v.)
qīnē lé ... - then ...	qòqò - also, too
qīñbòzīyé - repair shop	qófīi - soft
qīñùù - taste (v.)	qógbò - Miss

-
- qókīnàw - be busy (v.)
qókótù - doctor, hospital
qòkú, qòkúh̃ - basket
qókùù - hold (v.)
qóm - salt
qóm - walk (v.)
qómbíyě - ice
qòndī - friend
qòbònúù - fire, dismiss, drive
away (v.)
qówú - keep stock, goats,
sheep, etc. (v.)
qówú - be a lot, be many (v.)
qúwú - plant maize, beans (v.)
qũm, qũmáà - snake
qúwù - insert, apply, put (v.)

E

èdúyè, àdúyà - proverb

èlěwù - ghost

èfélùù, àfélàà - witch, wizard

ègbélè, ègbélénàà - uncle,
mother's brother

èhíwà, èhísi - calabash

èvèbù, èvèbíyà - young man

Ě

ěbě - what

ěbě yòó - why

ědzàqě, àdzěyě - land, country,
world, earth, nationědzàqě ñúwdù,
adzěyě ñúqđínàà - president

ědzàqě tákàyày - map

ědzàqě yóó tóm - news

ědzàqě yóó tóm tákàyày - news-
paper

ědzàqědù, ědzàqěmbà - citizen

ědzàm - weak

ědzów, ědzóq - needle, injection,
shot

ěě - yes

ěgòm, àgòmà - stranger,
visitor, traveller

ěgbààdíyè - friendship

ěgbààdù, ěgbààdínàà - friend

ěgbàqě - gang, group

ěgbàw - thousand

ěhúyè - chicken basket

ěkpám, àkpámà - hunter

ěkpándù - hunt (v.)

ělé - then

ěsá ñĩqùù - become serious (v.)

ěsá sěwù - be busy (v.)

ěsá ñĩnĩq - eyeglasses

ěsě dàà - front, face

ěsěndàà - forward

ěsíyè - eye

ěsó, ěsónàà - god

ěsó dáá - sky, high, weather,
above

ěsó dáá lèqđíyè - airplane

ěsó kùdúyù - church building

ěsó mĩndù - cloud

ětì, ětínàà - father-in-law,
brother-in-law, wife's
elder brother, in-lawěvālù, ěvālàà - initiated young man,
wrestler

ěwàw, ěwáq - rock

ěyàà dàá - public

ěyàà qĩbĩqě - cemetery

èyàndàw - castrated ram

èyàw, èyáŋ - ram

èyú, èyáà - human, person

èzí - as, like, about

èzímá - how, how many,
how much

F

fááqē, fáálē - shop, store

fádà, fádánàà - priest, minister

fàdíŋ - magic

Fàḡānsíyē tóm - French language

fàlúù - winnow (v.)

fàwíyē - conversation

fém - wake up (v.)

fènáŷ, fènási - moon, month

fèzùú - spirit

fēqū, fēqāà - doctor

fēqū dé - hospital

fēēwū, fēēŋ - valley

fēínà - none

fēlēŋ - light

fēnū, fēēŋ - marsh

fēyē - shame

fīlīkī, fīlīkīnàà - brick

fīlīm - film

Fíqá - Friday

fīyḡū - wave (v.)

fòfòò, fòfòònàà - soap

fótò, fótònàà - picture, photo-
grapher, camera

fódà, fósì - field, farm

fòŷ, fósì - field, farm

fùlāsì, fùlāsìnàà - policeman

G

garçon, garçonaa - waiter

H

hábíyē, hábá - road, street

hàdē - low, down

hàdē kíŋ - south

hàdē lēdū - nightfall, dusk

hàdāw - weeding

hàqū, hàqāā - farmer

háŷ, hási - dog

hàŷū - be satisfied (v.)

hàkū, hàkūŋ - hoe

hàláā tókò - dress

hàláā wíyāw - queen

hàlíkúkù, hàlíkúkúnáā - dove,
pigeon

hàlítū - womanhood

hàlū, hàláā - wife, woman

hàlū kpáywū - marry (v.)
(for men)

hámā, hámánāā - hammer

hàlū pūā, hàlū pīā - girl(s)

hāwū - offer, give, provide (v.)

háŷā lābū - rent (v.)

háŷíŷā, háŷíŷīsi - puppy

hàŷīm, hàŷīm - farm

hàŷīsū - train (v.)

háŷū, hátū - leaf

hàŷū - up, north, top

hàŷū - up, north, top

hàŷū - weed, cultivate (v.)

hàzáŷ, hàzási - shoulder

hàzū - sweep, clean (v.)

hédū - untie

hèèŷā, hèèŷīsi - lamb

hèèlīm - wind, air

hén - cut, wound

héw, hén - sheep

hèŷū - promise, tell (v.)

hēē - slow, slowly

hēkū - middle, between, center

hēkū dáā - among

hētū, hētū - flower

hēwū - pick spinach, pepper,
okra (v.)

hèŷē, hēē - yam

hèŷū - pay (v.)

hèzū - rest (v.), peacefulness

hīlīw - stomach

hīlū - cook soup, prepare
sauce (v.)

hīwū - find, get (v.)

hīw - ten

Hīw fēnāŷ - October

hīwū - find (v.)

hīqē, hīlá - name, famous, breast

hīlā tókò - brassière
 hīláy, hīsī - flute
 hīláyṭù, hīsītínáà - flutist
 hīlīw, hīṇ - horn, stomach
 hīlūū - fix the floor of a
 compound (v.)
 hīm - urine
 hīm hīwū - urinate (v.)
 hīm hīyyū - bed wetter
 hīnūū - lie down (v.)
 Hīw fènàǎ - October
 hīziyū - eraser
 hīzūū - lay a child (baby) in bed
 when asleep, rub, bury a
 corpse, cancel (v.)
 hòṇá - fun, funny
 hòṇúū - smile (v.)
 hó dūwū - make pregnant (v.)
 hòkūū - tie (v.)
 hóṁ - pull (v.)
 hòḅlūū, hòḅlūṇ - part
 hòḅlāǎ - quarter
 hòḅlūū, hòḅlāsī - piece
 hòḅlūū, hòḅlūṇ - half, page
 hów, hóṇ - compound
 hòḅyē, hòḅ - bundle
 hózūū, hózūṇ - gun

húḍē - fertilizer, compost pit
 hùlāǎ, hùlāsī - hat
 hùlāǎ kùlūū - beg (v.)
 hùlāsī tìnádē - police station
 hūnūū, hūnūṇ - razor
 hùtūū - spill (v.)
 hùúzūū - cover (v.)
 hùyūū - dig, investigate (v.)
 hùyúw, hùyún - sack
 hùzūū - shower (v.)
 hūm - shave (v.)
 hūwū - soft
 hūyūū - make a small hole in some-
 thing, e.g. wood; have
 diarrhea (v.)
 hūyūū, hūyūṇ - side, torso
 hūzūū - soak (v.)

I

izîñ, izînáà - factory

K

kààkù - day

kààkù hùyuú wéléwélé - safe journey

kààkù kîsîñiyê - week

kààlùlày, kààlùlâsî - barren woman

kàànù - can

kààw, kààñ - rock

kàbùà, kàbsî - pocket

kábùtê - welcome

kàcîkà - low-lying plot of land

kàdày - field, garden

kàdàyà - baobab leaves

kàdzàlày - first

kàdzàlày lídiyê - advance, pre-payment

kàqáz - garage

kàqê - difficult, hard

kàqîkà, kàqîsî - clerk

kàqîká - officer

kàqt póstál - postcard

kàqù - bed

káfáqà - excuse me

káfíndà, káfíndánàà - carpenter

káyqê - reed

kàgbánzî - five

kàhúyò - diarrhea

kákáyáy, kákáyîsî - cake, doughnut

kàlàzáy, kàlàzásî - soul

kàlímáy, kàlímásî - chick

kàlímáw, kàlímáñ - cock

kàlínáy - natural

kàlùù - count, read, scold, crawl, number (v.)

kámáy, kámásî - frontier, boundary or limit, part of initiation ceremony for girls

kámúw, kámîñ - heap of stones laid out in front of houses

kàñqù - light, lamp

kàndùù - guard, control (v.)

káñátù - wickedness

kàñîñà - sand

kàñgàláfù - telegram

kàsándù - feast, festival, party

kàsēt - cassette

kát - map

kàtēndēyù - bean tortilla

kátùù - meet (v.)

káwù - be going to (v.)

Kàyàydá - (in) Lama Kara

kqĩñõ - pencil	kĩñ - toward
kèdèzà - meeting	kítóbíyùù - short
kédè, kèlá - tooth	kítùù - return, turn over soil (v.)
kèqúù - cut down (v.)	kìwítù - government, chieftaincy
kèlá, kóyē làqû - dentist	kìwíyà - government
kèlá bqósi - toothbrush	kìzúù - refuse, divorce (v.)
kèlá kóyē - toothpaste	kībàylù - big, fat
kèlá kùdòñ - toothache	kībám - certain
kèlá lóyòy - fork	kībín- - new
kélékélé - clear	kìdzēyòù - be obliged to (v.)
kèlèsúù - rinse (v.)	kídánlùù - tall, long
kèlímíyé, kèléme - chicken, fowl	kídē - chalk
kétíyú, ketíyáà - guide	kífál- - new
kèdédà - wēwū - be scarce, need (v.)	kìgbélēñ - crowd
kē - question marker	kìháyínàw, kìháyínáà - weeding tool
kèdēhá, kèdēnzì - valley	kíkped- - black
kèdúù - to give detailed information, narrate, measure	kìkpéséw, kìkpésēñ - spear
kèlē - that is	kìlēmù, kìlēmīñ - picture
kèlēnzùù - answer, reply (v.) (in- ferior to superior)	kìlēmīñ dīwīlīyē - movie, film
kētēw, kētēñ - peanut	kìlēmīñ qìlìzìyē - photo studio
kētùù - cut into pieces (v.)	kìlēmù, kìlēmīñ - shadow, picture
kēwū - be (v.)	kìlìsà qēw - best
kēyùù - pick up (v.)	kìlòmētq - kilometer
kēzēwà - benefit, profit, result	kímán - square
	kìmēlēñ, kìmēlēmīñ - foolish person

kīmīyē, kīmá - debt	kòcòwà, kòcòsì - fly
kīmīyē pèlùù - fine (v.)	kòdòē - pleasure
kìnàmīyē - fever, malaria	kófì - coffee
kínánáw, kínánáà - seeing apparatus	kofì - village
kīndùù - borrow, lend (v.)	Kólà - January
kīsēm- - red	kólà, kòlási - hook
kīwàlùù - be wide (v.)	kóm - come, visit (v.)
kīyàkù, kīyàkīŋ - market, worth, value	kòmplē - suit
kīzáw, kīzáŋ - gift	kónàù - bring (v.)
kòlàŷ, kòlasi - fishing hook	kòndòlùù - be round (v.)
kòlasi lóyù - fisherman who uses hooks	kònb - first
kòlòŋà, kolonzi - fence, wall	kònsēdēwà - police station
kólú, kóláà - blacksmith	kòŋgòlòmīdē, kòŋgòlòmílá - snail
kómna - government	kòŋkòŋ tólúyù - can opener
kòŋkádí - effort	kòŋkòŋ - milk can, kerosene can
kòndòlùù - be bent (v.)	kòbò, kòbónáà - sister
kòòw, kòòwíyà - nephew, niece	kópù, kópùnáà - cup
kòózàŷ, kòózási - box	kóyē, kób - medicine
kótù - coat	kóyē làdù, kóyē làdàà - doctor
kòtùù - bend (v.)	kòyó - here, this is
kówú - shout (v.)	Kòzódó - Sunday
kòyíndù, kòyíndúnáà - enemy	kòzùù - remain (v.)
kòyùù - pick large fruit (v.)	kùbùsì - shout, cry
kòzòŋà, kòzònzì - rabbit	kùdòkù, kùdòkún - sack

kùdòkú - thousand	kūlūy - spinach
kùdòkún ògbàw - million	kúwù - kill, hurt (v.)
kùdúyú, kùdúyún - house, building	kūyū - fly, get up, divorce (woman from man), go away (v.)
kúhùlòm - white	kūzòtù - dirty
kùlùkùlù - circle, round	
kùlúù, kùlùgùlù - harvest peanuts, open, dis- cover, disclose (v.)	
kùntú - blanket	
kùdòkù - party	
kùdòndú, kùdòndúnáà - sick person	
kùdòń, kùdòmín - illness, sickness	
kùdzòw - favor	
kùdzòw lábù - do a favor (v.)	
Kúdá - Wednesday	
kúqúm - one, same	
kúqúmám - once	
kúhùlòm, kúhùlómáà - white one, person	
kúhùlòm - white	
kùlòmù, kùlòmún - corner	
kúm - harvest millet, cut thatch, give a nickname (v.)	
kùnùń, kùnùmín - language	
kùńòndú - poor	
kútóónàw, kútóónàsí - table implement	

KP

kpààgbà - right away, at once,
without delay

kpábù - pair off (v.)

kpàcà, kpàcànáà - machete, trap

kpàdīy- - old

kpáḍā ḍéw - best

kpáḍùù - exceed (v.)

kpàyũ - take, marry a woman (v.)

kpàkà - at once

kpàkỳē. kpàkàà - bull

kpàkpàfī, kpàkpafīnáà - duck

kpàkpàyày, kpàkpàsī - fish

kpàkpáyē, kpàkpá - palm

kpálábá, kpálábánáà - bottle

kpàñ - madness

kpàñ sũwũ - be crazy (v.)

kpàñà - donkey

kpàṇḍũ, kpàṇḍīnáà - mad person

kpàṇzũyũ, kpàṇzũyáà - mad person

kpàṇnũ, kpàṇnāñ - horse

kpàṇũũ - become strong,
harden (v.)

kpàsī - chain

kpáwũ - go up, climb, catch,
arrest (v.)

kpáyáy, kpáspī - bicycle

kpáyīkpáyī - bright

kpázũũ - raise, lift (v.)

kpèḍē, kpèlèè - tire

kpèḍèm - never

kpèèlũũ - come together, gather,
pack (v.)

kpéyũ - forgive, guess

kpèkpé - all, whole

kpèlày, kpèlāsī - chair

kpèlèyyè - black deer

kpém - go home (v.)

kpém yòó - homeward

kpèṅgbèlày, kpèṅgbèlāsī - chair

kpèzũũ - cough, bark, initiate a
young girl, dare
to say (v.)

kpèḍèè - be behind time, be
in a hurry (v.)

kpèḍīñ - unripe

kpèlèkũũ - study, learn, lesson

kpèḍḍīnàũ - include (v.)

kpènzũũ, kpènzīñ - pepper

kpèwũ - pick small fruit (v.)

kpèzũũ - uproot (v.)

kpèzũũ - deny (v.)

kpīyũũ - fold (v.)

kpīḍīḍī - zipper

kpīlīṅgbīlī - clear

kpīnē, kpīná - stock, animal

kpītàw, kpītán - kilometer, band
of cloth, bandage, week

kpíyū - canoe

kpókpó, kpókpónáà - motorbike

kpómúú, kpómíñ - wagon

kpòndòyū - bag

kpónū - bread

L

lábù - do, happen, make, work,
prepare (v.)

ládqîkî - electric

ládû, ládqâa, làyzûû - delay (v.)

làkási - act, action, manner

làkúw, làkîñ - forest, hunting

lám, lámnaa - razor blade

làñhèziyè - peace

làñhùlùmìyè - glad, happy, joy

lâw, lâñ - forest

lé - where (interrogative)

lébù - get lost (v.)

lèèyûû - play (v.)

lèlèñ - sweet, flavor

lèlèñ nîwû - enjoy (v.)

léméyà, lémésì - stream

lésùù - miss, lose, crave (v.)

lewa, lesi - funeral

lé - then

lèdûû - cross (v.)

lèé- - other, another

lèèlèè - fast

lèèsìndû, lèèsìndqâa - technician,
engineer

Léláy - February

lèlèyó - soon, present, now

lèlôô - second

lèñ - raw, green

lèzûû - replace (v.)

libù - swallow (v.)

lîdâw - hope

lîdiyé, lîdé - money, currency,
price, cash, gold

lîdiyé àdqákáy, lîdiyé
àdqákási - safe

lîdiyé múwû - cost (v.)

lîdiyé pátákà - wallet

lîdiyé wêwû - be expensive

lîqè, lîlá - root

Lîma - Lomé

lîkàmìyè - lake

lîm - water

lîm qîsîyè - bathroom

lîm hêkúdaa têtû - island

lîm lúwû - draw water (v.)

lîm sîbû - be wet (v.)

lîm sósóm - sea

lîmàyzîyè - opinion

lîná - from

lînáù - come from, take out (v.)

lîwû - come out, go to town (v.)

lîzîlîzî - smooth

lîzûû - choose (v.)

lìzūō pīyòó - be less (v.)	lówū - sacrifice, throw away, (v.) second planting of grain
lòqò - six	lúbù - forge (v.)
Lòqò fènàý - June	lùbē - seven
lóm - make yam mounds, slash with a machete (v.)	Lùbē fènàý - July
lònè, lóná - space, spot, part	lùbíyē - match
lótù - stomach, belly	lùbū - wrestle (v.)
lówú - share porridge, harden, (the soil, after a day or two of sunshine pre- ceeded by heavy rain	lùbútù - wrestles (v.)
Lózó tòm - Losso language	lùýyē - match
lòkò, lòkònáà - well	lùlú - be born, have a baby, deliver (v.)
lòkònáà hùýúù tùmíyē làqú, làqáà (pl.) - well- digging volunteer	lùlú kààkù - birthday
lòkótù - thirst	lùlú wiyé - birthday
lòkótù qēwú - be thirsty (v.)	lùñiyē - dry season
lómúw, lómún - stream, gutter	Lùñdòý - November
lòñ - early	lùtòzò - eight
lòñ - sharp	Lùtòzò fènàý - August
lòòqá qīzīñiyē - lorry, taxi station	lówū - weave, plait (v.)
lòòqíyē, lòòqá - vehicle	
lòòqíyē cīkpèdè - car	
lòòqíyē (lòòqá) qīzīyē - garage	
lòòqíyē sósóqè, lòòqá sósóná - truck	
lósýsý, lósýísí - spoon	

M

má - I, me

mààhũ - all right

máálíkà - district

mààmáácì - wonderful

mábũ - beat, strike (v.)

mádàṇ - friend

màymày - self

màyzĩm - purpose, opinion, plan,
thought, ideamàyzũũ - measure, think, decide,
practice, try (v.)

màlífà, màlífánàà - gun

màlífà tówù - shoot (with
gun) (v.)

mám - entire

màmáqè, mààmàlé - charcoal, ember

màná - okra

màṇqám tókò - dress

màñḗtò - tape recorder

mángũ, màṅgúnàà - mango

màsĩm - machine

máw - rice

máwũ - write, draw, build, make
pots, copy (v.)

máýũ, máyàà - builder

mbú - so

mbúbũyòò - that is why

mbúpũyòò yó - because

mélè, mēlénàà - ship

mēlũũ - wipe (v.)

mēlũũ - hide, take cover (v.)

mētà - meter

mìnísì, mìnísìnàà - minister

mĩṇ - fire

mĩṇ lùqú - lighter

mĩqè, mĩlá - guinea corn

mĩláý, mĩsì - millet

mĩlĩm - theft

mĩlĩmĩlĩ - thin

mĩlũ, mĩláà - thief

mĩlũũ - steal (v.)

Mĩmĩqá - Saturday

mĩnũ - hundred

mĩsà - church service

mĩzũũ - plant rice (v.)

mòndòlò pòw, mòndòlò pòḡ -
window

mòòw - nose

mòòyè, mòò - bone

mòtēq - engine

múlúkú, múlúkúḡ - door

múqè, mùyá - story

mùlũm - flour

- mómò - get (v.)
mùntòsòú - light, lamp
mútò - porridge
mútò dèwà - porridge pot
mútò lòwú - serve porridge (v.)
mútò sàwú - prepare
porridge (v.)
mùùzùù, mùùzùṅ - lion
múwú - eat candy, fruit (v.)
múwú - get, receive, contain (v.)
mùyóù - narrate (v.)
mùzùṅ - bad odor, fertility
múzùù - dust
mùzùù - suckle, eat a fruit like
a mango, orange (v.)

N

- nàá - saw (v.)
 nàálě - two, double
 nàálětú - second
 nààlím - milk
 nàbēyē - some (body)
 nàbūlē dàá - double
 nàbūyū - something
 nàbūyū dàá - sometimes
 nàqīyē - any
 nàylím - milk
 náywū - burn down (v.)
 nákáw, nákáñ - insect
 nākū - nine
 Nākū fènáý - September
 nàm - deer, game
 nàmīyē, nàmá - large grindstone
 nándū, nándūnáà - meat, game
 nánūū, nándū - piece of meat
 nánūwá - five
 nànzá - four
 náñ hàqàw tùmīyē làqū - animal traction volunteer
 nàngbàñ - ear
 nàngbàñ qūwū - listen, hear (v.)
 nàngbàñà, nàngbànzì - step, leg
 nàñūū - grind (v.)
 nàtàlūū - foot
 nàtáñ - feet
 nàtàngbàqē, nàtàngbàlàà - shoe
 nàtàngbàqīyē, nàtàngbàlàà - shoe
 nàtàngbàlàà kàbūwà, nàtàngbàlàà kàbūsi - sock
 nàtàngbàlàà ñbòziyū - shoe repairer
 nătòzò - three
 nàtúyū - anything
 nàw, náñ - cow
 nàwū - see, discover, view (v.)
 Názá fènáý - April
 názūū - appear, torture (v.)
 ñdèné - bed
 ñdì - special
 ndìndì - different
 ndòmée mùzūū - kiss (v.)
 ndòmīyē, ndòmē - lip
 ñdzūwē - beak
 nèyyé - calf
 nèm - small hand grindstone
 nèmèyà - kitchen
 nésì - hand
 nésì ñīyū - sign
 nēwú - younger sibling

- nèzè - grandmother
 nê - and, with
 nêmbêdîyê - knee
 nîydùù - cool, humid
 níyyé, níwée - finger
 nímàw - method
 nìmbiyé, nìmbée - toe
 nìmqé, nìmée - rope
 nìmiyé, nìmée - rope
 nìmiyé mábù - telephone (v.)
 nìndîyù - guide
 nìnkà - cold, humid, wet
 nìnkà sîqîsîqî - cool
 nîhùù - scorn (v.)
 nîtòzò - thirty
 nîyzùù - to be worried
 nîinōwá - fifty
 nîmîyé - left
 nîwáñ yòó - right (direction)
 nîwū - hear, hear about, under-
 stand; fall, especially
 rain, defecate (v.)
 tiredness, fatigue (n.)
 ñlàbálê - thank you
 nô, náñ - cow
 nóy, nósi - mouth
 nóy yòò - edge
 nòndòw, nòndón - horn
 nòndòwtù, nòndónínáà - horn-
 blower
 nònò, nònósi - entrance, doorway
 nònòs - gate
 nónónóyó - now
 nòsýù - anybody, somebody
 nòsýù yém - else
 ntézi lē - finally
 núm - fat, oil
 númáw, númáñ - path, way,
 chance, course
 númáw háwù - allow (v.)
 númáw wóbù - travel (v.)
 númaw yébù - allow (v.)
 Nūwá fenay - May
 ñààtù - spinach
 ñáqúù - complication, intricacy
 ñàýwù - burn (v.)
 ñàýzùù - burn (v.)
 ñálùù - wash (v.)
 ñálùù, ñálíñ - bed or mat
 ñám - obey (v.)
 ñàmîyé - heart
 ñánáy, ñánzi - plate, pan, dish
 ñáñ wēwù - be bitter (v.)

ñāsūū - bite, eat yams,
potatoes, etc. (v.)

ñáywù pàná - try (v.)

ñánáy, ñánzì - plate, pan

ñéyíyù, ñéyíyáà - tailor

ñéyúù - sew (v.)

ñíyyù, ñíyṭù - iron, hour,
machine, grinding
mill

ñíí - small, narrow

ñíí fěí - almost, nearly

ñímdú - rich

ñímíyě, ñímá - key, nail

ñìníw, ñìníṅ - glass, mirror

ñìnú, ènú (ñìma) - relative

ñìnúù - want, look for (v.)

ñìṅázì - body pains, fatigue

ñítù - weeds, grass, forage,
liter

níwù - tired

ñḃósì - hungry

ñḃḃzùù - repair (v.)

ñósì - hair, smoke

ñósì húm - haircut

ñósì húmyù - barber

ñósì núm - shampoo

ñḃtīnàù - be near (v.)

ñótù - grow (v.)

ñówù - drink (v.)

ñówù - grow, germinate (v.)

ñóyò, ñósì - hair

númáw, númán - path

ñùw, ñùṅ - head

ñùw hòlùù - have a headache (v.)

ñuw lìzùù - save (v.)

ñùw yábù - save (v.)

ñúwdù, ñùṅdìnáà - head, boss

ñyùùù - rush (v.)

¶

ṅgbèyě, ṅgbèyě - work crew,
group, company

P

páá - whether, even

pàà bèbè - anything

pàà èbè - anything

pàà pìdīiwē ēzímá - however

pàà wèí - each

pááqóyè - anyday

pàylàkà - size

pàylùù - grow (v.)

pàytù, pàytù - law, rule

pàyyùù - suppose (v.)

páná - anger, effort

páná ñáyù - try (v.)

pànáálē - both

pándzà - father-in-law (woman speaking)

pàntàláw - pants, trousers

pánzì - grey

pàsùù - be less (v.)

pátákà, pátákánáà - wallet

páyē - dance

pàzùù - begin (v.)

pàizōñ - prison

péédè, péédīy - there

pèním - red palm oil

péwà, pési - small choukoutou pot

pēdūù - sell (v.)

pēdīyù, pēdīyáa - vendor

pēqūù - drop (v.)

pēlūù - break, circumcise (v.)

pēdūù - sell (v.)

pēlós, pēlāà - post-pubescent girl, daughter

pēlūù - break, circumcize

pētù - fish poison

pēw, pēñ - large choukoutou pot

pígla, píglánáà - mason

pílán yòs - cemetery

píláw, pílán - grave

pím - bury (v.)

pìndé - last year

pìndé wàyí - year before last

pípítq - desk

pítí - wonder

píyín lóyù, píyín lóyàà - net caster

píyù, píyín - net

pìcólò - beside

pìdàá - within, in

pìdàá līzùù - explain (v.)

pìdàá níwù - understand (v.)

pìdàá wēwù - include (v.)

pìdēē - under, below

pìdēē còkòdò - underpants	pítáliná - until
pìdēmá - finished	pítē lē - but
pīfēī - none	pītēkē nàbúyù - nothing
pīfēī dēw - bad, wrong	pītētīlī yó - perhaps
pīfēī dōŋ - easy	pītīŋē - all, everything
pīfēī kádē - simple	pīwàyi - beyond, after, behind
pīgē mbú - it is so	pīwē dēw - all right
píkázī - but	pīwē dōŋ - it is difficult
píkòzínà - worse, worst	pīwēē sè - should
pīlābátási - see you later	pīyàlú, pīyàláà - son
pīlákī - possible	pīyē, pēē - stone
pīlí - at all, never	pīyáy, pīyísi - hill
pīliw - camp for soldiers	pīyòó wēwú - be ready (v.)
pīmāy - enough	pīyòó wóbèi - resume (v.)
pínáy, pínzi - year (pl. age)	pīyòó wóbù - continue (v.)
pínzi mínú - century	pizúù - be able, succeed (v.)
píndū - dung, feces	pódē, pòlá - yam mound
pínzi - age	pòlún - far, distance
pīsàcímqē, pīsàcímlēē - rug	pòndónè - neck
pīsāŋ - clothes (for women)	pósù - post office
pīsáw, pīsāŋ - cloth	póbóqē, póbólá - tire
pīsíná - until	pòbbòw, pòbbóŋ - towel
pīsínàw - reimburse (v.)	pòbbòwú - napkin
pīsúù - return, turn over soil, become (v.)	pódúw, pótù - mosquito
	póy, pòsi - river

-
- póy tìbù - fetch water (v.)
póy qúwù - ford (v.)
pòḅyū̄, pòḅyū̄h - door
pótù - mosquito
pów, pón̄ - hole
pówù - lay (v.)
pòzútù - question
pòzū̄ - question, ask, ask
about, require (v.)
púyú, púyáà - brewer
pùzúù - hang (v.)
púá, píà - child, baby
púcó - before
pùdòḅb̄ sè - because; it means . . .
pùdòḅb̄ sùwé - why? what does it
mean?
púnū, pūñ̄ - goat
pūw, pūñ̄ - mountain
pūwū - brew choukoutou (v.)

S

sàà - straight (line), direct

sàdè, sàyá - frog

sáyáy, sáyásì - comb

sáyyù, sáyyàà - carver

sákà - saw (n.)

sàkiyē - several, much,
most, many

sálákà - imprisonment

sálákàtù, sálákàtìnàà - prisoner

sálákàtìnàà dē - prison, prison yard

sàlón - living room

sám - praise

sàmáŷ - public

sàmílá - maize, corn

sànàŷ - warm

sàndùù - decorate (v.)

sàndàw, sàndāñ - pestle

sántqī - center

sàntimētd - centimeter

sánzī - gasoline

sánzī qībēdiyē - gas station

Sàŷáyīñ - December

sátá - traditional cloth

sáwù - ride (vehicle), drive,
prepare (v.)

sáwù - scratch (v.)

science - science

sè - that

sè...dédè... - instead

sèytùù - comb (v.)

sèyù - raise, lift, remain (v.)

sèwù - run, be fast (v.)

sètù - greetings, giving thanks,
religion

sètùù - cut (v.)

sèwù - thank (v.)

sèyī, sèyìnàà - granddaughter,
grandson

sèyùù - sharpen (v.)

sìdùù - mix (v.)

sìyyè - back

sìká - gold

sìkìdī - sugar

sìlìbà - silver

sìlìmá - movie theater

sìnàw - yellow

sìbù - die (v.)

sìbù - be blunt (v.)

sìqù, sìqàà - dead, corpse,
cadaver

sìyá, sìsì - knife

sìylùù - carry (v.)

sím - death, knowing, know (v.)	sòḡdù séwù - be afraid (v.)
símtínáà - bereaved people	sòḡdù tòm - wonderful
sínàù - help (v.)	sòḡlím - will, wish, love, like, desire (v.)
sínùyù, sínìyàà - helper, assistant	sòḡlímdu - favorite
sínzùù - cause to stop (v.)	sóólíyù, sóólíyàà - lover
sín - real, typical	sòḡlùù - be pleasant, want (v.)
sínùù - stand (up), wait for, stop (v.)	sósó - big
sità, sítánáà - nun	sósó, sósáà - boss
siw, siínáà - fetish, god	sósóm - extensively
siwù - put, keep, lead (v.)	sósótù - great
sóbùù - squat (v.)	sówù - forget, dessicate (v.)
sómàqù, sómàqàà - drummer	sówù - bathe, plant cuttings, seedlings
sòmtù - cement	sóyè sóò - mortar
sóná - beans	sòzùḡnùm - deodorant
sòḡà - heat, hot	sózùù - increase, add (v.)
sòyá - speed	sózùù - add (v.)
sóbù - inject, burn, pound (v.)	stìlò - pen
sódzà, sódzánáà - soldier	súḡnàl - newspaper
sòḡḡó, sèḡyó - this year	sùkùlì, sùkùlínáà - school
sònó - today	sùkùlì sósów - college
sónzì - religion, ceremony	sùkùlì tákàyà - school book, textbook
sòḡ - smell (n.)	sùkùlì ḡàḡ - classroom
sòḡ liwù - smell, stink (v.)	sùkùlì pua - student, pupil
sòḡdù - fear	súlúkù, sùlúkùḡ - train

-
-
- sùlùú, sùlùḡ - cover
sùmàǎ, sùmási - bird
sùsùù - hang (v.)
súw, súḡ - guinea fowl, tail
Sùwàhìlì - Swahili
sùwé - why
súwú - wear (v.)
súwù - be full, overflow (v.)
súyé, sóò - drum
súyùù - fill (v.)
súzùù - inform (v.)
sùlóm - beverage, choukoutou
sùlòmùù - ask (v.)
sùlùù - meet
sùḡdùyù, sùḡdùyùnáà - pillow
sùḡdùyù kùdòkú - pillow case
sùḡsùmìyè - cockroach
sùsì - jealousy
sùùlùù - carry something on
the head (v.)
súwù - enter, join (v.)

T

táá èyũ, táá éyáà - member

táá léléñ - glad, happy

táá sũwũ - join (v.)

tààtàà - ostrich

tábà - tobacco

tábàlũ, tábàlää - friend, neighbor

táblĩ, táblĩnáà - table

táblò - blackboard

tádíyē - commerce, trade

táy, tási - compound

tákàyàý, tákáyisi - letter, book

tákàyàý hàyyũ - paper

tákàyàý ñíyyũ - typewriter

tákàyàý ñimíyē, tákáyisi ñimá -
pencil, pen

tákáyisi sinqáà - scholars

tàksí, tàksínáà - taxi

tákũũ - try (v.)

tàlũũ - reach, arrive, lead
animals (v.)tám, támtám - often, usually,
always

tàràý - expect (v.)

támáqē - belt

tàmiyē - quietly

tàrà - morning

tàñ, tàñwáà - friend, comrade

tàsi - again

tàsũũ - add, repeat, again (v.)

tàsũũ kpèlèkũũ - learn again,
improve (v.)

tátàà - floor, ground

tátàà pīsàw, tátàà pīsán - carpet

tátàà síwũ - put down (v.)

tátáy, tátási - phonograph record

táwũ - paint (v.)

tàyyũũ - share (v.)

tébèwú, tébéñ - pipe

tèbí, tèbínáà - skirt

tèlègram - telegram

tèlèvizôn - television

tèlũw - baobab

tém - finish (v.)

Tèm - Tem, Kotokoli, Cotokoli

tèñdē - foreign place

tèngú - ocean, sea

tèngú náy - shore, beach

tèwũ - sing (v.)

tèyú, téyáà - singer

tébíyē - dawn

tèqũũ - need

tēē - farm, plot

tēē - village	tisùù - accept, admit, agree, trust, believe, sure, faith (v.)
tēyùù - ask a favor (v.)	tíyíyú, tíyíyáa - servant
téléméē - warm	tìyùù - send (v.)
tēmá tēm - already	tīcēyùù - try (v.)
tēmbq, tēmbqnaà - postage, stamp	tīīṇa, tīīnzi - star
tētēē - beneath the ground, in the ground	tīlùù - know (v.)
tētù, tētùnaà - town, land, soil, country	tīm - gunpowder
tētù sósótù - city	tímùù - lament (v.)
tēw - rain	tīnā - end
tēw nàzùù - thunder (v.)	tīnàù - own (v.)
tēw nē hēèlīm - storm	tīṇ, tīṇ - tree
tēw níwù - rain (v.)	tīṇ lòmí - woodpecker
tēw tìlùù - thunder (v.)	tīṇē - all
tēwū - germinate from a cutting (v.)	tīṇùù - follow (v.)
tēzùù - finish up, complete, cross, across (v.)	tītīm - real, really, true, truth
tībù - go down, descend (v.)	tíw, tíyáa - fetish priest, diviner
tī - tea	tīyòó cónàw - careful
tìkē - ticket	tīyùù - consult a fetish (v.)
tìlùù - make a sound (v.)	tīzùù - cook (v.)
tīm - fall down, fell (v.)	tóbí - short
tíndíné - bean tamale	tókò, tókónaà - shirt, clothes (for men)
tīṇ, tīṇ - tree	tòlótóló, tòlótólónaà - turkey
	tòmíyè, tò má - knot, vein, artery, nerve
	tòmnaý - body, skin

tòvònúm - true, truth, fact,
certain

tòvònúm wénàù - reason

Tózó fènáǎ - March

tò - OK, all right

tòbũ - mean (v.)

tónú - body, skin

tòqs píyē, tòqs pēē - flashlight
battery

tòqsò - napkin

tòká, tòkási - bucket

tòlím - paint

tòlómá - ash

tòlúũ - fall, arrive (v.)

tóm, tómnáà - word, language,
case, affair, time
(e.g., two times),
problem, trouble

tóm qēziyũ - translator, arbiter

tóm qēzũũ - translate

tóm qihùyē - court

tóm qòyó - theme

tóm kíbòzítũ - question

tóm sínq - certain

tómũ, tóm - word

tónũ, tónũh - body

tóónáǎ, tóónási - food

tóónáǎ qìdòbòyē - diningroom

tòówũ - contain, eat (v.)

tóóyũũ, tóóyũh - wild carnivore,
eater

tòòzũũ - to initiate a young boy

tów, tóh - arrow

tów - arm

tówũ - throw, close, fall out (v.)

tóyũm - last

tóyũũ - be common (v.)

tózũũ - remember (v.)

tòzũũ - pick up from the
ground (v.)

túkú dú - choukoutou

túkúnàw - touch (v.)

túlày, túlasi - stupid person

tùlùw, tùlùh - he-goat

tùúwũ - plough (v.)

túw, túh - elephant

túwũ - slip (v.)

túyúũ - almost

túyùw, túyùh - hoe

túzũũ - displace (v.)

tùzũũ - push angrily (v.)

tùlũũ - open (v.)

tùmáti - tomato

tùmíyē, tùmá - job, duty, work,
service, business, labor

tùmíyè dīlāqé - industry, office

tùmíyè kùnùṅ - official language

tùmíyè làqú, tùmíyè làqáà - worker

tùmíyè lábù - work (v.)

tùmíyè wóndù - tool

tùmlàqú, tùmlàqáà - worker

tútù - insult

tùùzùù - be straight (like a
tree) (v.)

tùw, tùṅ - bee

V

verre - drinking glass

W

wàákàsi - cheese

wààkúú - spend, spoil, destroy
(v.)

wábù - win (v.)

wáci, wàcínàà - watch (n.)

wáci sósów - clock

wáqē - instruction, order

wáqū, wáqàà - champion

wáysi - age

wàkà - smart, fast

wàkúú - break down

wálú, wáláà - husband, husband's
younger brother

wálúú - marry (v.), (woman)

wálúú - be wide, large (v.)

wáñ, wáñnáà - husband's mother

wàsúú - boil (v.)

wátù séwù - warm (v.)

wáyí - behind, back, after

wáyí càywù - be late (v.)

wáyí líwù - be against (v.)

wàzàý, wàzàsi - blessing, sacrifice,
beneficial, necessary,
important, worth, valuewàzúú - bless, sacrifice,
benefit (v.)

wèèwèè - better

wèi - who, whom

wékéwéké - light and strong

wèlèsúú - to listen, hear

wèzúú - spirit, life

wénàù - own, have (v.)

wètù - shape, color, form,
figure, statewèwù - seem, be, live, exist,
be present (v.)

wílúú - cry (v.)

wínàw - complain to (v.)

wiyàw, àwiyà - chief

wiyè - date

wìqí - someday

wìlìñ - dry

wìlìyú, wìlìyàà - teacher,
professor

wìlúú - teach, prove, show (v.)

wìsi - sun, light

wìsi dàà - afternoon

wìsi dàà tóónàý - lunch, dinner

wìsi qìqúyè - west

wìsi qìlìyè - east

wìwù, wìzàsi - pain

wìzúú - annoy (v.)

wóbù - go (v.)

wónàù - lead (v.)

wólú, wólúnáà - daughter-in-law

wóndù, wóndùnáà - load, baggage,
article, thing, song

wóndù tòwú - sing (v.)

wóndù tòyú, wóndù tòyáà - singer

wóndù òicòtiyě - laundry

wóndù òiziye - warehouse

wóndù tòwú - sing (v.)

wónú, wóndù - thing, article

wòṅ, wòṅnáà - thing

wòṅúù - laugh, smile (v.)

Y

yàà - or, rather, either

yábù - buy (v.)

yáqê, yàlá - egg

yáqù, yáqàà - customer

Yáyde - Yade

yáywù - to throw something at
somebody

yàlù - copulate (v.)

yásù - dissect, operate (v.)

Yáoqá - Thursday

yáwù - call (v.)

yébu - stop, set free, let (v.)

yéé...kòyó - if

yèké - only

yékuù - send (v.)

yém - only, just

yèlù - take a walk, visit,
roam (v.)

yīykoù - praise, hail (v.)

yísó - wife's mother, wife's elder
sister

yòlím - rainy season

yòlù - melt (v.)

yóm - broth

yòm, yòmáà - slave

yówù - war

yóyú, yóyáà - warrior

yówù - fight (v.)

yòzù - join, meet (v.); bone
of contentionyòkù - break, break up,
burst (v.)

yòlù - dissolve (v.)

yóó - on

yóó cónàw - care (v.)

yóó qéwù - go away from (v.)

yòddà - voice, language

yòddù - talk, speak, say (v.)

yúw, yúñ - rat

yúñ - weight, heavy

yùlùbèè - brown

yùndóh, yùndómà - co-wife

yūsà - sign

yūsù - mark (v.)



PEACE CORPS LANGUAGE HANDBOOK SERIES

for
Belizean Creole
Ewe
Kabiye
Kiribati
Mauritanian Arabic
Setswana
siSwati
Solomon Islands Pijin
Soninke
Tanzanian Swahili
Tem



ACTION/Peace Corps

The Experiment in International Living
"Communications is the key to understanding."